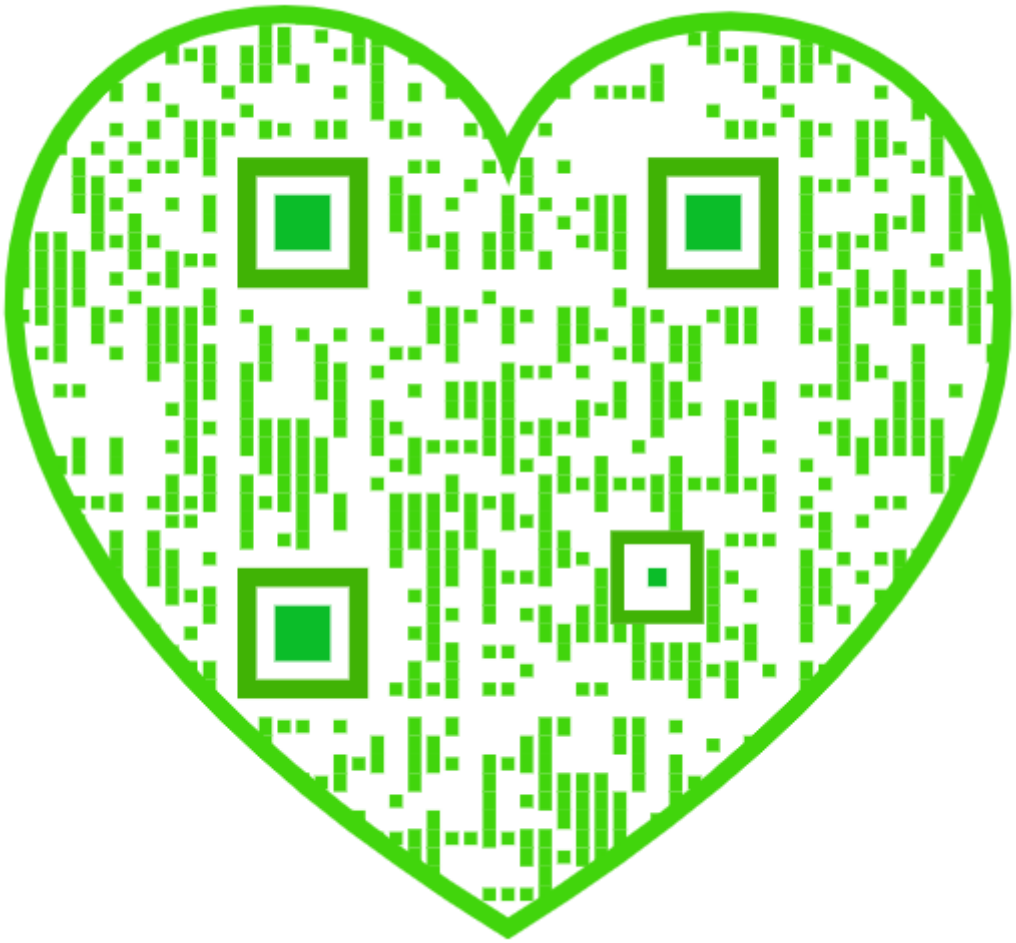

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What Matters?

War Matters: One or two more world wars and man is done for. As nations, men must learn justice without war.

Unemployment Matters: Terribly. A civilization that cannot provide work for all cannot command respect.

Religion Matters: Take away faith—faith in a world in which the best can be made victorious—and suicides multiply.

Recreation Matters: Heaven in another world is all right, but a little of life, comradeship, creation, fulfillment, achievement, joy, happiness every day. The work of the world is better done by those who have learned to play. They who help children to form habits of play, of keeping play in right proportion to the rest of life, who are trying to make the world a place of "abundant living" with recreation in right relationship to work, deal with a fundamental problem as old as man is, as eternal as man himself is. They deal with one of the few things that matters everlastingly.

HOWARD BRAUCHER

Creative Play — the Gift of the Home

H. Armstrong Roberts

The eager treasure-hunts of little boys,
And all pretend of childhood-broken toys
And bits of china hidden in a tree;
Strange tales of giants believed respectfully
By credulous grown-ups; all paths leaf-brown;
And little worlds in puddles upside down;
Warm roadside pools to wade barefooted in
After a summer storm; each backyard sea
For sailing wooden boats to victory.
All wind-bent grass, and every sun-swept hill
To race great shadows in and finally spill
Laughing beneath a berry-hidden wall;
The gold-drenched trails up mountain slopes in fall
Where dryads surely dwell—
These are the things will speak to us of you
Who made our make-believe reality,
Who found reality a make-believe
And taught us that all fairy-tales come true.

—Peggy Pond Church

Recreation for April 1931

S2849
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Acquiring Parks and Playgrounds Through Condemnation

By W. C. Bernard

WHILE the necessity for parks, playgrounds, and open spaces in our cities has long ago been recognized, many things have conspired against their acquisition. Procrastination of public officials, lack of interest and inadequate provisions for financing, all played their parts in preventing the adoption of comprehensive plans, programs, or policies, for providing recreation facilities. During the past fifteen or twenty years, however, an insistent public demand has brought about the adoption of many such plans, some of which have already reached the point of physical completion. Much of the progress which has been made in this direction is attributable to the efforts of public-spirited individuals and local, state, and national recreation associations in cooperation with live city officials. Conversely, most of the difficulty encountered has been chargeable to that group

A city need no longer hesitate to undertake a park and recreation program, according to Mr. Bernard, engineer and valuation consultant of St. Louis, who tells how changing methods and legal procedure are helping to solve the problem.

Land acquired for a golf course in Queens, N. Y.

19303

Courtesy Union County Park Commission, N. J.

County Park Commissions are working engineering miracles with waste land.

of individuals better known as "private-spirited citizens." These people, as a class, still labor under the delusion that their ownership of land is an inalienable right, and that when private property happens to be needed for a public use it becomes the privilege of the individual to exact from the public whatever price his conscience will permit. Judging from prices paid for property by some communities after negotiation on the open market, this notion seems to have been shared by public officials. In defense of the payment of such excessive prices, these officials might point out the uncertainty of securing fair awards, and the interminable delay involved when acquisition is effected through condemnation. Past experiences of many communities with obsolete procedure and inadequate laws to some extent justify their decisions.

The mounting cost of buying their way through, however, has caused cities with comprehensive programs to take steps to improve their positions. Weak laws have been amended; antiquated provisions of procedure have been supplanted; the assurance of obtaining equitable findings has been increased through qualification requirements placed upon jurors or commissioners; the prospect of securing adequate benefit assessments has been strengthened by the keeping of performance records in similar improvements. Coincident with these changes, modern methods of financing public improvements have been adopted.

Where such changes have been effected there is no longer any reason for the city to approach a park and playground program with timidity. From studies of population densities, present requirements and expectancy of future developments, necessity for the location of parks within certain areas can be demonstrated. That parks and playgrounds are improvements for which public funds may be expended and for which assessments of benefit may be levied, is a matter which has been removed from controversy by court decisions. That this character of improvement, when properly located, is conducive to higher land values in the immediate neighborhood, has

A golf course emerges from a seemingly hopeless swamp.

Courtesy Union County Park Commission, N. J.

MacMurray College Library

been demonstrated beyond any doubt. Local improvements can be carried on only so long as the users and beneficiaries of the improvements are willing to pay back to the community some part of the increment which has been bestowed upon their property by the improvement. When a community has placed its house in order through the modernization of its laws, it need not hesitate to embark upon a comprehensive program of necessary improvements.

Courtesy Westchester County, N. Y., Park Commission

In 1927 this location in Westchester County was an eyesore to passersby.

Procedure Involved

Under our system of government, when our duly elected representatives have declared necessity, enacted the proper legislation, and provided adequate means of financing an improvement, it becomes incumbent upon the administrative officers of the community to proceed with the improvement. They must proceed under the law as it has been heretofore established and interpreted. This implies due process, adequate compensation, equitable assessments and consummation of the project in accordance with some preconceived plan. Due process and adequate compensation can be assumed. The city and the property owner, each for his own protection, will demand that the utmost precision be observed in the condemnation proceedings. Public enthusiasm for the improvement will assure its physical completion. The operation which commands the least interest and support, is the levy of a fair assessment of benefit.

In 1929 the Saw Mill River Parkway delighted the hearts of motorists.

Courtesy Westchester County, N. Y., Park Commission

The disinclination of the general public to concern itself with the problem of special benefits is making the task of providing public improvements increasingly difficult. This is particularly true of such projects as parks and playgrounds, where the effect upon the value of neighboring land is likely to be less apparent and slower of realization than the increment resulting from a street widening or opening.

Because of this situation, considerable study has been given to the problem of financing parks and playgrounds. Some communities have successfully used the assessment method for recouping part or all of the cost; some have carried on with the aid of bond issues, without levying any local assessment; some have used a combination of these methods. Recently the use of the power of Marginal Condemnation, commonly known as Excess Condemnation, has been considered as offering a more positive and equitable solution of the problem.

This power was originally intended to assure the establishment and preservation of an orderly development of property adjacent to an improvement, in keeping with the contemplated public use. Because such a development follows basic principles of land economics, its operation will necessarily result in an increase in value of abutting property, to a point beyond the normal expectancy for the same improvement if left to the chance development of individual owners. The statement scarcely needs argument; it is axiomatic that the best economic return from real estate obtains when it is put to the use for which it is best adapted, and continues only so long as the combined properties, land and buildings, are susceptible of that use.

The appropriation of a border strip of land surrounding a tract or block to be taken for park purposes, is warranted on four main grounds:—

First, it is a taking for a public use, which is comprehended under the power of Marginal Condemnation.

Second, it can be justified under the ordinary powers of eminent domain.

Third, it assures a sound development of the surrounding property compatible with the proposed improvement.

Fourth, it will produce the best economic return on the investment by precluding any except the best use.

Appropriation by Excess Condemnation

The appropriation of such a border strip for any public use by excess or marginal condemnation constitutes a reasonable application of the well established power of eminent domain. When this issue was recently raised in the case of the City of Cincinnati versus Vester[1], the United States Supreme Court chose to avoid it with the same skill and adroitness of a seasoned skater who finds himself upon thin ice. In support of the contention, the City, in its brief, prepared and submitted by the Honorable John D. Ellis, City Solicitor, and Honorable E. F. Alexander, Assistant Solicitor, presented the following arguments:

"The fact that the people of eight states[2] have provided in their constitutions for excess condemnation is in itself an indication that they considered that there was a need for such a power. * * *"

"* * * The British Parliament in 1845 passed the Land Clauses Consolidation Act, and thereafter numerous special acts each providing for excess condemnation: * * *"

"* * * France in 1852 enacted such a law. * * *"

"* * * Belgium passed an excess condemnation statute in 1867 * * *"

"* * * The Lex Adickes, passed by the Prussian Landtag in 1902, is the first German application of an interesting phase of excess condemnation. * * *"

"* * * The charter of the city of Montreal, 1913, No. 421, gives the power of excess condemnation to the city and the law of Ontario grants the power to the City of Toronto * * *"

"* * * The City of London has applied excess condemnation to a very great extent. Between 1855 and 1913 it executed one hundred and three street proceedings in which excess property was appropriated. The Northumberland Avenue Improvement was one of these. The greatest project was the Kingsway Improvement from Holborn to the Strand. The total area taken was twenty-eight acres, of which twelve and one-quarter acres were actually occupied by the street and fifteen and three-quarters acres were taken as excess and used for building sites. * * *"

"* * * French experience centers largely around the development of boulevards by Baron Haussmann between 1852 and 1869. In that period excess condemnation was used in building fifty-six miles of streets. * * *"

"* * * Brussels and Liege

That parks and playgrounds are improvements for which public funds may be expended and for which assessments of benefit may be levied, is a matter which has been removed from controversy by court decisions. That this character of improvement, when properly located, is conducive to higher land values in the immediate neighborhood, has been demonstrated beyond any doubt.

[1] 281 U. S. 439

[2] California, Massachusetts, Michigan, New York, Ohio, Rhode Island, Virginia, and Wisconsin.

have applied the Belgian Law in numerous municipal improvements. * * *"

In connection with this case, it should be noted that the United States Supreme Court, in ruling adversely upon the City's appeal, did not follow the District Court of Appeals in holding that the proposed use for which the excess land was being taken was "not a public use within the meaning of that term, as it heretofore has been held." The Supreme Court, ignoring this neat and expeditious bit of temporizing, cut through all the other issues involved, to find against the City on the grounds of non-conformity with the local laws, by virtue of the fact that the object of the excess appropriation was not set forth in the petition as required by the Ohio State Law. In its closing statement, the Court saw fit to call attention to the fact that it was not passing upon the question of constitutionality of the provision granting the power of excess condemnation. This action is significant of an apparent unwillingness on the part of our Supreme Court to interfere with the right of a state to regulate its own internal affairs.

Courtesy Idaho Chamber of Commerce

Beaches are among a city's most valued possessions. The beach at Payette Lakes, Idaho, is a recreational asset for Boise.

Ordinary Appropriation for Housing Purposes

The appropriation of a border strip of land surrounding an area being condemned for park purposes, can be justified under the ordinary powers of eminent domain, if taken for housing purposes. New York and Massachusetts have already made provision in their laws for the acquisition and resale or lease of land for this purpose. It is a proper public use under the modern, liberal construction of the term which the courts have accepted. They have recognized the furnishing of utilities—electricity, gas, water, sewers, telephones, and railroads,—as being a necessary public use, and have sustained laws and legislative enactments granting public utility corporations the right of condemnation, upon the mere declaration of necessity by the corporation. Having bestowed upon public utility corporations the right to condemn such property as may become necessary for their economic and efficient oper-

Queensboro, New York, is fortunate in having in Kissena Park a beautiful lake and beach.

ation, the state can hardly deny its municipal corporations similar rights. If the furnishing of utilities to the housing unit is a public necessity then certainly the assembly of land upon which to erect the unit in which these utilities are installed, is a public necessity of equal or greater importance. That the power of eminent domain should be invoked by municipalities for housing purposes seems a fair and logical conclusion. There should be little difficulty encountered in persuading the courts that this use falls within the meaning of the term public use as it has been heretofore liberally construed. When such a taking is carried out in conjunction with an appropriation of the adjacent land for park purposes, the merit of both projects is enhanced.

	Acquired by Direct Purchase	Acquired by Condemnation Proceedings
April 30, 1924	54 parcels	parcels
April 30, 1925	363 parcels	parcels
April 30, 1926	696 parcels	126 parcels
April 30, 1927	1,187 parcels	234 parcels
April 30, 1928	534 parcels	126 parcels
April 30, 1929	266 parcels	85 parcels
April 30, 1930	222 parcels	88 parcels
Totals	3,322 parcels	659 parcels

Of the above total of 659 titles which vested by condemnation, agreements as to values were subsequently reached with 268 owners. Including these agreements, more than 90 per cent of the above total number of parcels were acquired by purchase.

From Westchester County Park Commission 1930 Annual Report

Sound Development Assured

The appropriation for housing of a border strip of land surrounding a proposed park assures an orderly, residential development of adjoining property. By reason of the permanency of restrictions placed by the city upon its subsequent use, such appropriation has a tendency to increase the degree of benefit and enjoyment offered by the park. As an assurance of permanency, if this strip or any portion of it is to be leased, the conditions and covenants under which it is to be used should be plainly set out in the lease. If it is to be conveyed to private ownership, future usage can be absolutely fixed by deed restriction with the penalty of reversion upon non-conformity. Such a provision should be reinforced by proper zoning restrictions, which would act as a further safeguard against a change of use. Even though it might be possible under a public sale for delinquent taxes to vitiate the restrictions of record, the city, having an insurable interest in the adjoining park property, could preclude any change of use by requiring compliance with the provisions of the zoning law.

The city's position with regard to any excess appropriation is probably best indicated in the following paragraph, taken again from the city's brief in the Vester case:

"In a very real sense the ordinary excess condemnation undertaking is a zoning enterprise on an equitable basis. The city cannot very well compel the owners of mutilated buildings to tear them down and erect suitable ones. Nor can it compel the owners of remnant lots to aggregate them and resubdivide them in harmony with the improvement. To make possible the achievement of these ends, the city compensates the owners for their remnants, aggregates them, resubdivides them and *sells them with restrictions which are suitable to the zone created by the improvement.*

This interest on the part of the city, besides precluding any interference with proper park use, would create a feeling of safety, security, and well being in the minds of residents of the district served, thereby providing further inducement for a sound residential development of all property within its range of influence.

Best Economic Use of Land

The use of an assembled border strip of land surrounding a public park for the purpose of a comprehensive housing development, constitutes the best economic use to which such land could be put. This is particularly true in old communities where adequate park and playground facilities have never been provided, and it becomes necessary for the city to resort to the taking of private property for this purpose. The furnishing of these facilities itself has a stabilizing effect upon the tenure of occupancy of property in the district which the improvement serves. The permanent restrictions by deed and zoning, to which this border strip is subjected by this operation, constitute the best possible insurance against the dry rot of obsolescence due to changing usage, which is so sadly characteristic of the older residential districts of American cities. The assurance of a comprehensive development of this border strip thus assembled either by the city itself or by its lessees or assignees, furnishes an incentive for the similar

(*Continued on page* 48)

In the Child's Play World

By Mary J. Breen
National Recreation Association

With all the "appointments" the family makes, one to stay at home and play together might be in order.

PRESIDENT HOOVER, in his address at the opening session of the White House Conference on Child Health and Protection, set forth the values of the home as one of the primary safeguards of child life. "After we have determined every scientific fact, after we have erected every public safeguard, after we have constructed every edifice for education or training or hospitalization or play, yet all these things are but a tithe of the physical, moral, and spiritual gifts which motherhood gives and home confers." As one of those who are sincerely interested in the welfare of all children, he places a proper evaluation on the contribution of other institutions, realizing, nevertheless, that none of them can guarantee a child the same chance for complete living as can the home.

The home is the center of a child's universe, the prism through which he sees and interprets the world about him. In it he builds his hopes, his attitudes, his abilities, to adjust himself to this "world of shifting scenes." He brings to it the joys and sorrows of childhood, the tireless energy of a dauntless adventurer, and the sparkle and freshness of new hope. From it he demands the right to laugh and play—for play is growth, and growth is life.

Spontaneous play, whether in the home or on the outside, is one of the easiest forms of social intercourse. Through wholehearted participation in home play activities parents and children come to know each other and to lay the foundation for that happy relationship which is the greatest protection against future stress. Nevertheless it

is a mistake to expect that children will accept their parents as friends in the same way that they accept their playmates. Parents are always grown-ups to their children, symbols of all that is significant and vital in life, heroes around which are built first ideals. To become their friends, parents must enter into the games like good sports without sacrificing the dignity upon which rests their children's respect. Nor must they dominate the life of their children to the exclusion of normal, wholesome play interests. Many childhood days have been robbed of richness because of the indulgent concern of devoted parents. The boy whose father builds for him a tennis court and an improvised swimming pool so that he will be satisfied always to stay at home, is robbed of the joy of adventure, and of the real friendship which comes from roughing it with other "kids."

With all the present attractions which take the family away from the home, it is sometimes necessary to set aside a family play time just as one makes a business appointment. One family designates Friday evening of each week as "home play night." Both children and parents tacitly agree that no engagements will be alluring enough to entice them from home on that occasion. Sometimes the parents plan a surprise party for the children inviting their playmates to share the fun. At other times children surprise the parents with games originated especially for the family circle. More often play is informal, the program starting with table conversation and ending in one of those never-to-be-forgotten dramas staged behind window screens in regal robes of out-worn cast-offs.

Probably the best home play activities are those which are unplanned and which grow out of the natural interest of both parents and children. Collections of things—stamps, beetles, stones—although the private possession of the owner, bring a splendid interchange of ideas and interests. All of us have seen the man who takes home odd stamps for his little boy or the girl who picks up paper match clips for her big brother.

Group singing welds family ties and frees tension. Storytelling not only brings color and a relief from drabness, but serves many times as an introduction to books and results in a lifelong love for good reading. Woodland tramps with snow under foot and stars over head lend enchantment to the lives of both children and grown-ups. Many fathers have first become acquainted with their children while helping them build model boats or airplanes. One family's constructive play project developed into a small community enterprise. It started with the building of an outdoor fireplace, which, when finished, became a regular meeting place for families throughout the neighborhood. Stories told and confidences exchanged will always enrich the memories of those who gathered there.

The problem of providing adequate facilities for home play becomes increasingly more difficult. Although fewer indoor playrooms and less back yard play space limit home play opportunities, it remains one of the greatest adult responsibilities to set aside some corner in the home, garage or yard which a child can call his own, where he can play with his friends or be alone as he chooses.

Children need idle hours in which to let their fancies roam. Even we adults with our prosaic minds look back with undisguised delight on the days when attics were regions to be explored and trunks were treasure houses fit for kings or fairy courts. If our memories are vivid enough we recall times when bedboards became clipper ships in which we sailed over waves of feathery down, and when with knives as sabres, we commanded a group of marching grenadiers—perhaps an admiring brother or sister. Adults are rarely identified with those scenes. They were the inventions and exclusive possessions of childhood. It is only when children are alone that they see trains in rocking chairs, airplanes in packing boxes and boats in washtubs. It is in their own play world that they create and discover the things that are so essential to their growth and happiness.

There are those who maintain that home play requires effort, concentration, patience and restraint. What it requires most of all is a real play spirit. The best home play is that which is natural, spontaneous, and in itself joyous and satisfying to both parents and children.

A GOOD PLAY

We built a ship upon the stairs
All made of the back-bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows.

We took a saw and several nails,
And water in the nursery pails;
And Tom said, "Let us also take
An apple and a slice of cake;"—
Which was enough for Tom and me
To go a-sailing on, till tea.

—Robert Louis Stevenson.

The Westchester Workshop

By Chester G. Marsh

Director, Westchester Workshop

THE Westchester Workshop is a new project of the Westchester County, New York, Recreation Commission that is meeting with an eager response from all parts of the county. Located in the new County Center, the Workshop has established classes and group activities to encourage interest in the arts and crafts and in nature lore. The program of the Workshop has been planned in the same spirit in which the Recreation Commission provides opportunity for participation in play days and athletic events, and in consequence the sketching groups and classes draw people who come for widely different reasons. Many are novices looking for instruction; others are artists who are glad to find companionship in their work, while still others—and these form the largest proportion—are mothers who painted or carved a few years ago but have not had a chance to "touch a brush" since the children came.

There are three departments in the Westchester Workshop—the Nature Lore Workshop, the Handicraft Workshop, and the Workshop of the Arts.

Not too young to know the joy of creative art.

The Nature Lore Workshop through exhibits, lectures, special projects, and activities invites acquaintance with the world of nature. In an attractive room with comfortable chairs and a fireplace, young and old study the stars, making their own telescopes and constellation lantern slides, study the formation of the earth, make maps, collect, polish and mount stones, form camera clubs and study composition, developing their plates and films in a specially constructed dark room.

These interests naturally carry over into the Handicraft Workshop where classes in metal craft and jewelry include instruction in mounting the stones found on field trips from the Nature Lore Workshop. There are also classes in bookbinding, leather tooling, block printing, weaving, batik, sewing, basketry and other crafts. Housewives, engineers, clerks, teachers, social workers and merchants crowd these classes until it is almost impossible for the small staff of workers to meet the growing demand.

The Handicraft classes go hand in hand with the art groups. A class in design has a group that develops patterns to be used in batik, stenciling, block printing or leather tooling. This department has classes in creative art, painting and drawing, outdoor sketching, cartooning and commercial art, and in the near future will have groups for scene design, pottery, and sculpture.

In cooperation with the Workshop the newly

(*Continued on page* 49)

A Fran-Edie Duplex Playhouse for the Back Yard

With Details for Construction

THE designing and construction of children's playhouses has not kept pace with progress in home building. Too often little or no planning is given to the construction of children's playhouses and to other back yard play equipment.

The back yard, unkempt, unsightly, and little used, should properly be a healthful and recreative adjunct of the present day home. Air, sunshine, and outdoor activity so difficult in city life knock at the back door. The back yard is commonly thought of either as a place to park discarded articles, or on the other hand as a place of beauty only displaying the usual "Keep Off the Grass" signs. A little thought, energy, time and money can transform the yard into a family recreation center providing activity for all.

For the younger children there is nothing so satisfactory as a playhouse.

A plan was laid out for the development of our small back yard located in Chicago, providing for as many activities as possible throughout the entire year. Various health measures were provided for sunlight, shade, and protection from inclement weather in all seasons. The equipment is sturdy, safe, and built to suit the various ages and interests of the two families.

The Setting

The back yard is a grassed area, 30 feet by 85 feet, enclosed with a 6-foot heavy galvanized wire fence. Around the edges of the fence are bricked borders, 18 inches wide, in which are grown a suitable variety of flowers, shrubs and vines. A flagstone walk adds to the attractiveness of the yard. Properly located are four galvanized steel clothes line posts set in concrete. They are attractive and serve as decorations as well as a necessity. One of them has been lengthened to a height of 12 feet to serve as a flag pole complete with halyard and block. Three small trees furnish ample shade.

In the southeast corner of the yard there is a sunken sand box, 6 feet square and 1 foot deep, filled with clean sand. The box is made of 2 by 12's, straight grained, carefully planed and sanded to eliminate any possible injury from splinters. It is bordered with a wide brick walk to keep dirt from getting into the sand. The top

Lloyd Burgess Sharp, Ph.D., head of the Department of Health and Physical Education, Laboratory Schools, School of Education, University of Chicago, and Russell B. Middaugh, construction engineer with Swift and Company, are neighbors in Chicago. The fascinating story they tell of the construction of a playhouse for their small daughters, and the good time they had building it, will inspire other fathers to become "play carpenters."

of a kitchen cabinet, with suitable alterations and paint, placed at one end of the sand box serves as a store cabinet for many dishes and necessary utensils for sandcraft activities. On the opposite side there is a children's working table where hundreds of sand pies and cakes are made. There is an overhead ladder installed at the right height to encourage climbing activities for the children. A few boxes, bars, balls and other articles furnish a variety of play for the children while adults use a nine hole miniature golf course with natural hazards. In the center of the yard at the east end is located a stone fireplace 15 inches wide and 28 inches long. Stone benches placed on either side of the fireplace serve as fireside seats. They also serve for trains, work benches, grocery store counters and many other imaginary pieces of equipment for the children. The fireplace in the backyard makes it possible to enjoy much of camping otherwise out of reach of the city dweller. The children's sleeping and sun rooms are located in the back of the apartments overlooking the play yard. All activity can be easily supervised from within the apartments, a splendid feature for parents.

The Playhouse Is Constructed

A playhouse was needed to make the back yard a complete recreation center for our two small girls, Frances Sharp and Mary Edith Middaugh, each four years old. Detailed plans and specifications were drawn up which embodied many new and desirable educational and health features not commonly found in children's playhouses. Its size, shape and location were determined after a careful study had been made of the playhouse space required for each child, the free play area available in the yard, and the amount and location of other play equipment.

When you do the work yourself there's a feeling of ownership.

The Fran-Edie Duplex Playhouse, named for the two girls, is an inexpensive and sturdy structure embodying all of the health requirements of light, sunshine, air, protection in all kinds of weather, usable the year round, safe, and architecturally attractive. The playhouse covers a floor area of eight feet by six feet, divided into two equal parts by a 3 foot double faced blackboard partition making the duplex feature of the playhouse. There are really two playhouses under one roof. There is a porch across the front of the house 1¾ feet wide and 8 feet long. The end walls are 4 feet high and the center 6 feet high. There are ten windows, eight of which are of the French type and open outward, and there is a glassed door to each playhouse apartment 19 inches by 46 inches. The siding material is transite, a hard smooth-surface asbestos cement composition, durable and water proof. The playhouse is painted green and trimmed in white. The roof is made of canvas and rolls up to admit the direct rays of the sun. This is a new and outstanding feature. The playhouse is electrically lighted.

While this was intended to be a playhouse exclusively for young children we freely confess that it came very near to being a "dad's duplex" instead! It was a fascinating experience and took on all the aspects of large scale construction. The

building of a child's playhouse is an important matter and deserves all the skill and thought possible to make it usable in all seasons, healthful and safe. The temptation to get the job finished quickly so that the tenants might move in, at times nearly caused carelessness in workmanship. However, an examination of the finished product rewarded the two "dad" architects and carpenters for their painstaking care to details. It is always better to build a playhouse in a neat and finished way so that it has an appearance of refinement and beauty. A crude and hastily put together structure does not gain the respect even of children as does one of better construction.

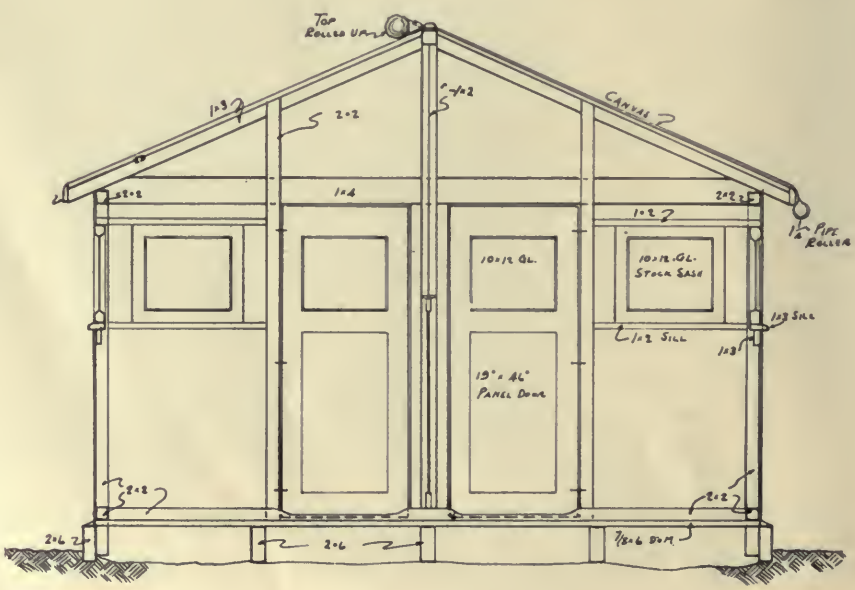
The House Is Completed

It took about one month, week-ends and evenings, to finish the playhouse and often work continued at night by artificial light. The hammering and sawing must have disturbed some of our neighbors, but they seemed to be so interested in watching the duplex grow that we were saved from any flying missiles or other form of neighborhood objection! At two o'clock on the morning of October 21st we had the playhouse assembled and at that hour the two proud dads could not help but sit down and admire it for a time. Although not entirely finished, it was ready to delight the children when they looked out of their windows early that morning. It was the birthday of one of the girls and a suitable party was held posthaste. The children moved in hurriedly and with doll bag and baggage relieving the apartments of much play equipment. It was necessary at times to remove their possessions gently but firmly in order that some finishing touches, more the wishes of the dads than the occupants, might be completed. During the construction of the playhouse the children helped as much as four year old girls could and naturally at times their help somewhat impeded progress, but they felt that they were helping, which was most important. They were especially effective with the paint brushes generously daubing their clothes as well as the playhouse.

The equipping of the playhouse was left pretty much to the wishes of the children. Very little ready made furniture was used. Much freedom was given the girls with hammer, nails, scissors, paper, paste and boxes to make articles for their new home. In this work they were aided by their mothers' tactful and helpful suggestions. It is admitted, however, that over-anxious parents have at times added a few ten cent nick nacks too tempting to resist.

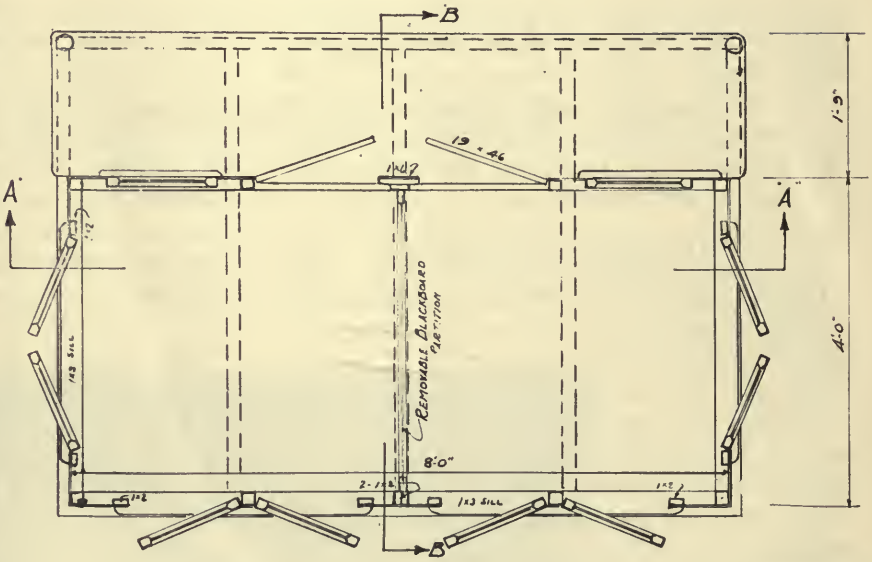
Each child is in charge of her own room and plays much as she pleases. They are kept busy keeping house, washing windows, sweeping the rooms, porch and sides of the house. They move the furniture out and then move it in again. They put their dolls to bed, dress and undress them, wash and iron their doll clothes and lay their dolls out on the porch for sun baths even in the most frigid weather. They have numerous and various tea parties serving sand food in all styles and tastes. They use the blackboard for marking and lettering. They use the porch as a makeshift boat, fishing off the edge of it. During Christmas time much of the spirit of Christmas play was transferred to the playhouse which was suitably decorated for the season. An imitation fireplace was made and red stockings were hung for all the dolls and toy animals. A large Christmas tree was placed near the playhouse. Its colored lights and natural icicles made by spraying water over the tree, added a colorful touch of Christmas spirit.

The results of the playhouse have been gratifying to the children and especially to the parents.



The children stay out-of-doors for a longer time each day and go out more often. They enjoy playing together but often play alone each absorbed in her own household duties. They have developed a strong feeling of responsibility for their playhouse and for their own possessions. They are proud of it and want to show it off to their playmate friends and adult visitors. They have learned to keep within their own areas and respect each others' rights. They discriminate quite well the type of play equipment that should be left in the apartments and that which should be taken to the out-of-doors playhouse. Their mothers are pleased to have the load of play equipment lightened from the various corners of the apartments and put in charge of the girls in their own play home. The girls have played together much better since the house has been built. They take care of themselves better and show much more independence in their play. Our two families have enjoyed many sociable evenings together both in planning and during the building of the house and now enjoy observing the satisfactory results that are coming to the surface every day. It has made the problem easier for the parents. The mothers' daily talks deal mostly with interesting times and amusing events in the Duplex rather than with untangling of difficulties that otherwise would arise between the children.

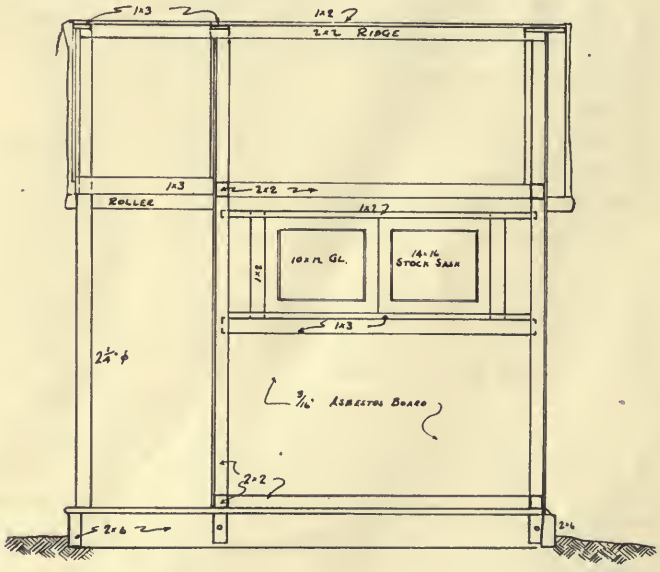
The neighborhood has taken a great interest in this project. Many families living nearby watched its development from vantage points. The playhouse during Christmas time



Floor Plan

Specifications—Fran-Edie Duplex Playhouse

Floor—⅞" by 6" dressed and matched, on 2 by 6 joists.
Walls—3/16" transite (asbestos lumber), 48" by 96" sheets, fastened with 3/16" R. H. screws to rigid framework of 2 by 2's, S4S, and mortised.
Roof—Framed as shown and covered with rolling canvas top of 12 oz. U. S. Army standard, with 1¼" galvanized pipe rollers, pulleys and cords.
Windows—14" by 16" by 1⅜" single light stock sash, hinged at sides.
Doors—3/16" transite screwed to mortised framework of 1 by 3's, and fitted with 12 by 16 glass.
Blackboard Partition—3/16" transite in a removable frame of 1 by 3's.
Painting—Green walls, white trim, 3 coats lead and oil. Interior varnished.



Section BB

with the snow bedecked Christmas tree and bright lights was a beauty spot of the entire neighborhood. Neighbors were curious to know why it was built in the fall and what use could be made of it during the winter. Their daily observations have shown them that a playhouse can be used as effectively in the winter as in the summer.

Outstanding Features

Briefly summarized some of the outstanding features of the Fran-Edie Duplex Playhouse are:

1. The roof is canvas and is arranged with pulleys so that it can be rolled up and let down according to weather conditions. This is a new feature in playhouse construction and has definite health values. It permits the sunshine or shade when wanted. On winter days when the sun is shining and the roof is rolled up the playhouse is surprisingly warm.

Winter only adds to the fun when you have a playhouse.

2. The duplex feature provides for two playhouses under one roof and gives ample space for all practical purposes. This is economical and has many desirable educational features. The children have separate rooms and their own possessions and yet they are together.

3. The playhouse is designed so that it can be divided and made into two separate complete units. In case one of the families moves away, his half of the playhouse can be easily unbolted and removed. A division line for this purpose was included in the plans.

4. The playhouse is collapsible and by removing eight bolts and screws it can be taken apart and stored in a small space or easily crated for shipping.

5. The 3 foot partition, which is removable, serves as a double faced blackboard and each side is equipped with a chalk and eraser rail. It gives each child privacy in her own room yet does not cut off communication and sociability. At the same time it discourages unnecessary squabbling and disputes over toys. The blackboard is used constantly and has proven to be a splendid feature of the playhouse.

6. All interior surfaces were carefully planed and sanded to eliminate splinters and then varnished. The large window area gives ample light and ventilation and protection in inclement weather. In every way the playhouse is sanitary and safe.

The Cost

Very careful records were kept of all expenditures Practically all of the material was new. Some 2 inch by 6 inch planking was used for foundation material and was not included in the cost. A scrap lumber pile furnished some of the material needed. A summary of materials and costs is as follows:

Framing lumber including 10 stock window sash	$17.00
Transite siding 3/16 (asbestos lumber)	11.00
Hardware	9.00
Painting	3.30
Canvas for rolling roof—12 ounce U. S. Army standard	6.35
	$46.65

It is posible to build a less expensive playhouse suitable for certain locations and conditions and including many of the features already described in the Fran-Edie Duplex. A playhouse of this type was constructed last summer by one of the writers, Mr. Sharp, on his cottage property at West Point, Lake Mendota, Madison, Wisconsin. It was built by using two wooden packing boxes 3½ feet square and 3½ feet high, and some scrap lumber. The two boxes were nailed together and made fast to a foundation framework of 2 x 4's. The sides of the boxes which had been nailed together were sawed out making one room of the

(*Continued on page* 49)

Educating Parents for Home Play

A Chance for Mother and Dad to Renew Their Youth at School.

MANY of the home play campaigns which are being conducted are concentrating on the education of parents for home recreation. The Recreation Committee of the Buffalo City Planning Association under the title *Seven Keys to Your Children's Interests* is offering a free course for parents in home recreation which extends from March 9th to April 27th, with weekly sessions each Monday night from 8 o'clock to 9:30. The subjects discussed and the demonstrations presented cover active games, games for quiet times and rainy days, books, handcraft projects, play rooms and corners, backyard playgrounds, understanding the child during his first twelve years, understanding teen age boys and girls, helping children enjoy music, exploring the world of nature, using public recreation opportunities, and organized programs for boys and girls. The Readers Bureau of the Buffalo, New York, Public Library is supplying bibliographies on each of the subjects covered in the course.

A similar plan was initiated by the Los Angeles, California, Playground and Recreation Department which devoted a section of its Recreation and Play Leadership Conference to play and recreation in the home. Six evenings were given over to the following subjects: The field of home play, the apparatus and equipment for backyard playgrounds; things that mothers and daughters can do together in the home; things that dads and sons can do together in the home; fun for rainy days; play for the convalescent child; social recreation in the home; the arts in the home program and adult recreation within the home.

The Los Angeles Playground and Recreation Department is urging parents to learn by doing and in connection with its campaign in which many local organizations cooperated, the Department issued the following registration card:

"Come On, Son, We're Going to Join the Home Play Club"

CHECK BULLETINS DESIRED HERE

.....Backyard Playgrounds and Home Play.
.....Play Life Within the Home.
.....Games for Children's Parties.
.....Social Recreation.
.....Mountain Camps.
.....Picnics.
.....How to Build Home Play Equipment.
.....Handcraft for the Home.
.....Camp and Trail Craft.
.....Outdoors in Southern California.
.....Historic Points of Interest near Los Angeles.
.....Story Telling and Dramatics in the Home.

Parents' Home Play Club Enrollment

"The Family That Plays Together—Stays Together"

Recognizing the necessity of constructive and safe play in the life of the child, our family will endeavor to devote at least three hours each week to play activity together. Please enroll us in the **PARENTS' HOME PLAY CLUB** and forward the bulletins checked below. We enclose self-addressed stamped envelope for mailing.

Name .....

Address .....

Phone.....

Age and Sex of Children.....

Contact Organization

Forward this card to Playground and Recreation Dept., 305 City Hall, Los Angeles, or your Organization Headquarters

Play and Play Material

Buffalo Recreation Department

Playthings are important to the physical and emotional growth of the child.

PLAY is too frequently regarded as a trivial pastime of little grown-ups. It is a mistake to intrude upon the play hours of children. One of the inalienable rights of childhood is that a child shall have a place and a time to play. Adults must not usurp this privilege by sending children on errands or by using them as diminutive servants. To refuse to recognize the need of children to play is to refuse to develop creative children who are not handicapped with emotional upsets and serious behavior problems.

Toys and play materials are tools of play, the means through which the child interprets his own environment. Since play activities are most significant in their relationship to the physical and emotional growth of the child, it is important that a selection of play materials be based upon a thorough understanding of his developing needs.

Children two years and younger are interested mostly in manipulating material to satisfy their sensory needs. Their toys are largely those that do not involve a great deal of muscular activity. Good toys for this age are those that can be kept in a pen or crib. Toys such as rocking ducks which interest and arouse curiosity are most appropriate. Balls that roll away and thwart desires develop fretful children.

At the age of two a child begins to get around. Toys should help him move about. Since crawling activities are valuable from a postural standpoint, toys that aid walking should not be given to a child until he has gotten the physical development that comes from crawling and creeping. Pushing toys are more satisfactory than pulling toys; they give the child not only the added satisfaction of seeing his toy ahead of him, but provide the opportunity for new types of manipulation.

All toys should be made sturdily so that a child can exert himself without danger. In giving attention to the development of big muscles at this age, one must be careful not to neglect a child's sense development. Children like to manipulate and sort. Their play equipment should teach them size, form, weight and color. Sets of things are very appropriate. At this age, children like the repetition that comes in collections of things

Christine Heinig, director of the Nursery School, Child Development Institute, Teachers College, in an address before the Child Study Association of America, stresses the importance of proper attention to the selection of play materials.

as in the blocks, beads, or sets of animals. Such equipment should be very large. Though a child likes to make things, his concentration span is not very great and it is important that he be able to construct things quickly.

About the age of four interest in cooperative play becomes paramount. Some dramatization and sharing of imagination are beginning to be shown at this time. Stories of make-believe with a number of characters are beginning to have appeal. Before this, a child's interest has been primarily in factual material. Things around him were of greatest interest. He was "it" and saw all things in relation to himself.

When children approach six years of age, they become definitely interested in creating things. They take a great deal of pride in the things which they make and want to keep their creations. They seek approval and want their products recognized and enjoyed. For this reason, material with which they work should have qualities of permanence. Clay should replace plasticine. Due credit should be given all achievement. Toys at this time, as at all other ages, should contribute to good postural development. Scooters, though very popular, are not to be recommended. It has been found that through the sameness of position which a child assumes he develops bad postural habits which frequently result in a curvature of the spine.

Children are happiest with toys which help them express their ideas.

At this age more than at any other children live in their play experiences. They need the things that will help them live in their world of fancy. If a boy is interested in cowboys or Indians he should have a cowboy or Indian suit. Girls should have trunks or boxes of dresses or old clothes with which they can create the characters in the play world of their imagination.

At nine or ten mental capacities deepen. Children can now make a great many of their own toys. They should be given tool chests and work benches. This age produces the first most clearly pronounced interest in club activities. Every home or two should have a shack or corner of a porch set aside for club use.

Important Considerations

In selecting play materials for children of any age, hygienic qualities should always be considered. All toys should be washable and above all substantial. Sturdy play material makes for good character qualities. There is a more decided respect for property when toys are found to be good. Toys should always be suggestive and should allow for the development of creative abilities. They should be appropriate and never grotesque. Long-legged dolls and hideous caricatures of animals are never to be recommended.

Equipment that is not found in regular toy departments should augment each child's supplies. There should be egg beaters, milk bottles, milk bottle tops, glasses, spoons, those things which lend themselves so easily to constructive play. Utilitarian toys should not be neglected. Mops, clothes-hangers, toothbrush holders are splendid aids in developing good habits. But the most important of all considerations in providing for the adequate play life of children is the setting aside of a place where toys and other play materials may be kept. This seemingly insignificant task is one of the greatest of adult responsibilities.

The following are important aids in the selection of the proper play material for children of all ages:

1. Bad behavior may mean that a child has either too many or too few toys or that his toys are not adapted to his particular needs.
2. Destructive tendencies may mean poor, unsubstantial toys or too many toys. In the latter case, the opportunity for appreciating the values of any is minimized.

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Recreation for the Pre-School Child

Whether recreation departments can assume more responsibility for the play life of the young child is a question often asked.

IS there need for the playground and recreation leaders of the country to give more thought to the pre-school age child or the pre-kindergarten age child from three and a half to five years old?

At the White House Conference on Child Health and Protection one of the major emphasis was the interest in this age group. In the past, society has made little effort to provide for this group, relying entirely upon parental care and upon such education as could be provided for the parents. There is, however, a rapidly growing movement of nursery schools, play schools, "all-day-care" schools, and there is now as indeed there has always been a recognition of the great importance of this early period. Such varying authorities as John B. Watson and Joseph Lee have indicated that the most significant things that are to happen to an individual during his whole life probably happen in the first four or five years.

The nursery schools so rapidly being established throughout the country are largely play schools. They probably belong just as properly to the playgrounds as to the schools. The movement is so new, however, that comparatively few definite standards or standardized procedures have been established although the American Association of Nursery Schools is bringing together much of the best experience in this field. So far as is known, public funds have not yet been made available to any appreciable extent for the education of this pre-kindergarten age group through boards of education. In a number of cities, of course, from park and playground appropriations, special areas and leadership have been provided for very small children, with blocks, baby swings, sand piles and leadership, occasionally kindergarten leadership, has been provided. Possibly the beginnings of public support of play and educational effort for this age group will come through the recreation rather than the educational authorities. Certainly many recreation leaders will be interested to face the problem of the play life of the pre-school age child and apparently this play life constitutes the great bulk of the waking life of such children.

Climbing, running, jumping, hauling, lifting, throwing and digging are essential.

The study of nursery schools, day nurseries, made by the subcommittee on the Infant and the Pre-School Child, of the White House Conference on Child Health and Protection, showed that practically every institution of this kind had outside play facilities. It also showed that of the four year old children studied, ten per cent played outdoors from one to four hours per day,

seventy per cent from five to eight hours per day and about twenty per cent twelve hours a day.

Various suggestions have been made as to what the playground and recreation leaders in communities can do in experimenting with additional service to this age group:

1. Possibly some agencies, probably those supported by contributions or endownments, could secure or utilize funds for further experiment in this field.

2. Possibly in some communities where recreation work is maintained by public funds, either special appropriations or more probably special contributions might be secured for the development of this type of activity.

3. Possibly one way to work on this problem would be to assign a special staff member to the task of developing in one or more centers suitable activities of the play school or nursery school type for this age group.

4. Probably under whatever conditions intensive work of this kind is to be conducted by recreation authorities, it should be done in close cooperation with the people already interested in nursery schools, — play schools, child study association; and other groups who have already been giving thought to and experimenting with this age group.

Fortunate indeed is the pre-school child whose out-of-door play life is spent among growing things.

5. Playground facilities could, of course, under suitable conditions, be offered freely to responsible non-commercial groups carrying on activities for the pre-school age child. Possibly under suitable conditions facilities may be even made available to commercial groups.

6. In some cities in which playgrounds are open during the school year and in which the demand on playground facilities is light during the school hours, especially interested and competent staff members or playground directors might be encouraged to develop in cooperation with the kind of group suggested above, play schools on one or more playgrounds.

7. Experiments of this kind might well include the idea which has been developed in a number of cities of utilizing regularly or on a rotating basis the volunteer service of competent mothers.

Plant and Equipment for Play Activities

The plant and equipment for play activities as outlined by the National Committee for Nursery School Education* call for a building, a playground, equipment, apparatus and play materials.

Playground. The considerations to be given in planning the playground are exposure so that a maximum amount of sunshine is possible; drainage so that it is free from dampness; ample running space so that the more vigorous children can carry on their activities without harm to the less mature or less active ones.

Equipment, Apparatus, Play Materials. Before setting up a school the director should study the resources offered by the immediate location and neighborhood. The equipment and play materials will be determined in part by the resources of the locality. In the country the question of pets and growing things will be simpler than in the large city. If the ground is naturally uneven, if there are low trees and an opportunity for digging, certain provisions which have to be contrived in a city, can be attained with little effort. No list of play materials and apparatus is submitted. Equipment can be simple, additions may be made as the need arises, and if a local carpenter is available much of it can be made at a low cost. The following types of equipment should be provided:

(a) Apparatus such as slides, ladders, balancing boards, climbing apparatus, and jungle

*Minimum Essentials for Nursery School Education.

(*Continued on page* 50)

A Family Experiment in Home Play

Courtesy of Mrs. Maude Richards, Pottsville, Pa.

A table of her own, some waste material, a few inexpensive tools—and home play becomes a reality.

The story of a mother and her three boys whose home play activities have been a vital influence in the home and the neighborhood.

AS the old saying goes, "success is its own reward." No one knows better than mothers who have made conscious attempts to meet the home play needs of their children, what rewards home play can bring. The acknowledgments of their successes and failures are the best possible proofs of the assertions that play in the home is an important determinant of social responses. Mothers can give whatever evidence there is that home play sets behavior patterns, removes stress, and results most of all in a joyous mutuality on which is founded the best human relationships.

Mrs. Maude Richards of Sharp Mountain Farm, Pottsville, Pennsylvania, the mother of three boys, has had one of those happy play times with her children which is so often visualized but seldom realized. From manipulation play to King Arthur combats she has led her children through infancy, young childhood, and adolescence in play activities that follow a progression of normal interests, and are based on a real understanding of child psychology.

When the children were very young, they were given packages to open—packages containing joyful kitchen utensils like wooden potato

mashers, rolling pins, or tin pie plates, or perhaps some delectable object like a new rattle on the end of a long rope for them to pull in hand over hand. At two years, the children were presented with wooden blocks about 4″ long x 2″ wide x 1″ thick—real handfuls for their chubby, fat hands to grasp. A set of hollow wooden cubes that fitted inside each other, and which were covered with wonderfully gay pictures of "Cock Robin," acquainted them with sizes, shapes, and colors.

In the summers before they were five years old, they were introduced to a regular community kindergarten in the backyard, with sand piles, swings, and slides. So that they might have their share in helping build and beautify it, the children, with the aid of their father and mother, constructed a real outdoor fish pool, a miniature garden, a hill with a summer house built of small stones set in concrete, and a bridge with flower pots for arches.

When they were four, seven, and eight respectively, Mrs. Richards enlisted the cooperation of the Home Economics Department of the local woman's club in staging an exhibition of children's summer work to be held the following summer. With this as a goal, the children collected specimens of wild flowers and forest leaves, pressing and mounting them in a set of large loose-leafed notebooks, with home made bindings of card board covered with wall paper. They also collected. such shells as they could find at nearby beaches and made a very complete collection of butterflies and moths. Having procured every variety near their homes they wrote to missionaries in China, Africa and Cuba and secured from them the names of boys who were interested and glad to trade. In this way they made international contacts with children to whom they still write and developed an interest in stamp collections, which are an increasing source of pleasure to them. Stones of different shapes and colors which they accumulated found their way into two permanent fire-places, around which the family gathers on many of their evenings at home.

On rainy days or very hot days the children made jig-saw toy animals which they painted, necklaces out of sealing wax, a contour map of Palestine and a Palestine house out of paper pulp —surely an interesting way of learning history and geography.

When "the gang" age arrived, serious fights ensued. One set of neighborhood children attacked the other, the beseiged always retreating to the balcony around the second floor of the Richards' home. Mrs. Richards confessed the grown-ups were somewhat worried by the fights. After some deliberation they suggested that the children make armor to meet better the onslaughts of the enemy. What superb leadership! The children themselves went to the hardware store to purchase sheets of galvanized tin and colored paints. Next they went to a plumber who cut the tin for them in the desired shapes. They themselves turned the edges, soldered on the handles, and spent happy hours painting on ancestral armorial designs. When finished, the children were so proud of them that they hung them on the wall to better display them. By that time they had forgotten all about their fights and the shields had proved the desired substitute for gang warfare.

Another year beaten metal work was tried. Copper was heated and, with tinsmith's shears, ball hammers and an anvil, book ends, napkin rings, and card trays were hammered out. Later candle sticks and toys were made from tin cans.

Every small boy wants to be a collector, and a home museum furnishes a worth while motive.

Courtesy of Mrs. Maude Richards, Pottsville, Pa.

One happy summer in Cape Cod made possible the collection of marine specimens of shells. A year or two later this collection was enlarged by specimens gathered on a trip to Florida and

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A Council Ring for Parks

A park official testifies to the value of an exchange of ideas through reports.

By Frank L. Bertschler

Superintendent, Department of Parks and Playgrounds
Beaumont, Texas

LAST year a copy of the annual report of the Westchester County Park Commission reached us which contained an illustration of a Council Ring. This appealed to us as a useful and economical park or playground feature, and we drew up for one of our local parks plans for a ring based on the design shown in the picture.

The Council Ring as we planned it is designed to accommodate any group up to 60 with leaders or speakers. It is composed of a circular seating arrangement of 2 by 12 cypress boards nailed to 34 inch sections of a 10 inch log, the sections being sunk 18 inches in the ground for firm, sturdy construction. The completed project was stained a warm tobacco brown which harmonized very well with the natural surroundings.

Openings were left on opposite sides, one only 2 feet wide for the group to enter, and the opposite opening 10 feet wide with a raised 8 foot seat with back for the leader or speaker. Bits of old concrete sidewalk were arranged in a circle at the center of the ring as a place where fires might be built for camp fire effect or for the more utilitarian purpose of cooking.

The cost of the project was very little requiring the service of two men for two days to construct and stain the seats. The following material was used: 14 pieces 2″ by 12″ by 10′ cypress; 2 pieces 2″ by 10″ by 8′ cypress; 2 pieces 2″ by 14″ by 8′ cypress, and 8—32″ sections of 10″ oak logs. These oak logs were obtained from dead trees which had to be removed from certain parks.

Many groups use the ring. Playground story hours are conducted there; picnic parties find it ideal for storytelling purposes, while Sunday school classes on their outings use it for meetings. The greatest use, however, has been by the Boy Scout troops and so popular has the ring become that reservations are being made for more than two months in advance. During the entire summer and early autumn a number of the troops held their weekly meetings in the ring where stunts can be staged with good visibility for all and refreshments can be prepared conveniently. On several occasions parents' nights have been held at the Council Ring.

Our first season with the Council Ring has been so successful and the ring has been so widely used that additional rings will be constructed during this year for use in other parts of our city. It is hoped that our experience will prove an incentive for other park departments and recreation groups to introduce similar features into their programs.

Games for a Home Play Night

Emma Farm Association, Pittsburgh, Pa.

An open fire, stories, games, music—make an evening at home a delight to all the family.

An evening a week when the family stays at home and plays together, is the plea many recreation departments are making.

CHILDREN are especially happy when their games are shared by their elders. For a home play night it is desirable to select games which will give all an equal opportunity with no advantage to the adults. A few games of this type follow.

Trades

Every player, except one who holds the office of reader, selects a trade or profession which he must retain throughout the game. The reader opens a book at random and reads a passage aloud, when he comes to some common noun he looks at one of the tradesmen, who must instantly name an article that he is supposed to have for sale, or some implement connected with the exercise of his craft. By this substitution of one noun for another, the most pathetic passage is converted into an indescribable jumble of absurdities.

The Four Elements

The party is seated in a circle. The player who commences the game takes a knotted handkerchief, and throws it suddenly into another's lap, calling out at the same time "earth," "water," "air" or "fire." If "earth" is called out, the player must respond with the name of some quadruped before the other can count ten; if "water," he must name a fish; if "air," a bird; and if "fire" he must remain silent. Should a player name a wrong animal, or speak when he should be silent, he must take his turn at throwing the handkerchief. But should he perform his task properly he must throw the handkerchief back to the first player who repeats the action with some other person.

Beanbag Games

These are many and varied and can be adapted to home conditions. Frequently the making of a board or other equipment for these games can be made an interesting recreational activity for the

whole family. Some beanbag games are: beanbag circle, toss, fox and squirrel, duck on a rock, beanbag throw.

Five in a Row

For this simple game, mark on a paper or board any number of squares. Each player adopts a special mark, a circle, a cross, a star or a check. The object is for each player to get five of his marks in a row, up and down, across or diagonally. Each plays in turn and tries to block the others from getting five in a row. Marks may be put anywhere on the board.

Tissue Paper Race

Each player cuts a square of tissue paper and puts upon it some initial or mark by which it may be identified. Four inches is a good-sized square. At one end of the row, two book-ends or other solid objects are set up about a foot apart. A two-foot space is good for the first game. At the other end of the room the players are lined up, armed with fans. When the word "go" is given, each starts to fan his square the length of the room and through the goal posts. The first to waft the tiny paper through the goal posts, wins. This game can also be played on a table with eggs from which the contents have been blown. In this case no fans are used, each person blowing his egg shell across the table.

Hanging

What a cheerful subject for a game! Yet it is a very amusing pastime in spite of the gallows with which it is begun. One player draws the gallows and chooses some simple proverb or familiar quotation as: "Mary, Mary, quite contrary." Under the gallows the player draws a line of dots, one for each letter in the quotation (the player should number each letter in proverb so that he can arrange letter on dots more quickly.) Separate group of lots in each word, as:

....

The second player then tries to guess the quotation by asking for letters. For instance, "May I have an e?" and the letter e is placed in space 13. Then he tries again with "May I have an a?" and a's are placed in spaces 2, 6 and 19. Still he cannot guess the quotation so he says "May I have an s?" He may not, for there is not a single s in the line.

So the gallows gets him, for at the first miss the player draws a head. At the next miss, a round body goes on, the next, two arms, and the next, two legs. If the body of the hanging man is finished before the line is guessed, the game has been lost and the same player may draw another gallows and chooses another quotation. If, however, the player guesses the line before the hanging figure is finished, the turn is reversed.

Scouting for Words

Select some class of words such as animals, birds, trees, girls' names. In the case of animals each person in turn tries to name an animal beginning with A until there are no more. The first person who cannot name another animal beginning with A has a point scored against him, and the letter B is treated similarly. This goes on through the entire alphabet and the person with the least number of points wins.

Progressive Stories

Thrilling tales are frequently the result of this pastime. One player starts telling a story and after a few minutes (perhaps in the middle of a sentence) he says "next" and the next person must take up the story where he left off. This goes on around the circle until the last person caps the story with a fitting climax.

Pass It On

Players are seated or standing in a close circle. While the music is being played, a bell or other article is passed quickly from hand to hand. When the music stops suddenly (or a whistle is blown) the player having the bell pays a penalty; for the first offense—must pass the bell behind him; second offense—must hold up one arm and pass the bell; third offense—both arms up. Forfeits may be used as penalty.

Egg Polo

Place an empty egg shell in the center of the table and arrange a goal at each goal end. Two teams of players at opposite ends of the table try to blow the egg shell through their opponents' goal.

A Teacup Stunt

To balance a teacup on a pencil point, put a cork firmly into the cup handle and stick a fork into the cork with two prongs on either side of the handle, the handle of the fork being under the bottom of the cup. Practice and a steady

(*Continued on page* 52)

A City Remembers *Its* Stay-at-Homes

A Project for a City's Shut-ins

ONE of the most important but least recognized responsibilities of a Recreation Board is the provision for the play needs of shut-ins. East Orange, New Jersey, recognizes this need through a unique project by which it brings to its stay-at-homes flowers, books, gifts, visits from new friends, messages from old,—all those things that add joy and sunshine to life indoors.

The project was started four years ago by Miss Frances Haire, Director of Recreation, Board of Recreation Commissioners in that city. Attractive letters were sent out asking shut-ins if they would like to receive similar letters now and then telling about the happenings in the world outside, and requesting that they suggest things they would like to have or do to pass their time. Encouraged by the response, Miss Haire continued sending out monthly letters colorfully illustrated by the Girl Scouts. So much attention was attracted by the plan that in a short time other organizations volunteered to cooperate. Today, eighteen or more agencies plan and coordinate the work under a Council of Recreation for Shut-Ins. No dues are collected nor is any money spent by the Council. Expenditures are almost negligible except for stationery and mimeographing.

The Recreation Board acts as a clearing house for the Council. Files are kept, contacts made with new shut-ins, and monthly letters and suggestions for indoor games are distributed.

Since one of the greatest needs of a shut-in is for adventure and romance, the East Orange Public Library prepares each month a list of books on a subject of special appeal. On one occasion shut-ins were taken adventuring through distant lands—through sunny France, glamourous Spain, the snow buried Alps, along the blue Mediterranean, the languorous Nile. At another time they were introduced to "court life from within." They read of Henry of Navarre, Catherine de Medici, Catherine the Great, Ann Boleyn, Napoleon, and Rasputin. More recently they met New Jersey authors through their books, writers who might have known them or their friends. For those who cannot procure books easily, arrangements are made for a special messenger service so that there are none who may not follow the travel tours through bookland.

Growing plants and flowers are distributed by the Gift Flower Bureau, an organization composed entirely of volunteers. These flowers are supplied by civic and social clubs and throughout the city, each organization making itself responsible for donating flowers on one or two occasions during the year. Because of the number of clubs that have become interested, it is possible for the Bureau to send out flowers once a month during the winter and twice a month during the summer. The Chamber of Commerce furnishes a room where plants are wrapped and tagged and from which they are delivered by the Boy Scouts.

The Chamber of Commerce also sends to travellers from the Oranges names and addresses of shut-ins requesting that postal cards and messages be sent to them. One woman wrote to the Council of her delight on receiving cards from Florida, California, Europe, and "all those wonderful places I'd love to see." Two or three

shut-ins who received messages from foreign lands became interested in stamp collecting as a hobby. They now look forward eagerly to receiving letters from their unknown traveller friends. Needless to say, their greatest hope is that there will be a new stamp on the letter which they can add to their collection.

One of the most interesting features of the project is carried on in cooperation with the Junior League. Assisted by an occupational therapist, league members teach the disabled weaving, basketry, beading, leathercraft, or some other occupation which will afford the shut-ins a means of livelihood. The League supplies free materials and buys the finished products whether they later sell them or not. It also conducts an attractive shop where articles are displayed and sold.

Not to be outdone by the grown-ups, school children contribute their share of happiness to the shut-ins. Last Easter they sent to them colored half egg-shells in which were planted growing violets. This Easter nests of colored cardboard filled with sweetmeats are to convey the good cheer messages. Greetings on Christmas, Valentine's Day, and on Washington's Birthday remind the stay-at-home that he is not forgotten by his little friends.

The Good Cheer Bureau and other organizations delegate their members to pay social calls. A letter to Miss Haire shows the joy brought to one woman by the thoughtfulness of one of her visitor friends. "One of the ladies was going to a wedding. She was going to wear a new evening dress. I made the remark that I would love to see her in her new party dress. I was sitting quietly that evening when the door opened and I saw her come in with her husband. The dear thing brought a bit of the wedding to me. It was just like a picture in a fairy book."

One of the chief reasons for the success of the Council is its refusal to lose the individual in the detail of organization. When flowers are sent out the most fragrant go to the blind and the most colorful to the children. Communications are kept confidential and are made as impersonal as possible so that there will be no fear of intrusion into personal affairs. After the first letter of greeting, additional messages and gifts are not sent unless requested by the shut-in or by someone authorized by him. In this way the Council eliminates the feeling that it is doling out unwanted charity. To avoid duplication, requests for welfare aid are referred to one of the existing social agencies. A yearly check-up by the Woman's Club insures the Council that its work is being well received.

A Study of Family Leisure Time

DR. T. EARL SULLENGER, professor of sociology in the Municipal University of Omaha, Nebraska, tells of a study of the use of leisure time in 835 families whose children are enrolled in Benson High School in Omaha. The study is divided into three sections —leisure time of the father, mother, and children. The average working day of the fathers was 7½ hours. The average time spent in recreation each day was about 3 hours, utilized in driving, listening to radio, fishing, gardening, reading, golf and baseball, arranged in order of frequency. Mothers' recreation ranged from bridge to reading and picture shows. Of the 835 families 542, or 64.9 per cent, owned automobiles. Radio programs furnished more entertainment in the home for the whole family than any one means.

These families represent about 1,000 high school students. Reading occupied part of the leisure time of them all. Thirty-three and five-tenths per cent read adventure; 28.7 per cent, mystery stories; 20 per cent, love stories; 11.5 percent, travel, and 6.1 per cent, biographies. The average number of books read by each of these students is two per week. Nearly all the children had some kind of hobbies on which they spent an average of 1½ hours per day. Outdoor sports held a charm for all. Swimming headed the list with 23.4 per cent; skating, 12.4 per cent; hiking, 10.3 per cent; tennis, 13.7 per cent; golf, 11.2 per cent; baseball, 14.1 per cent; football, 7.1 per cent; miscellaneous, 4.6 per cent. It was found that 69.3 per cent went to the movies once a week, 25.7 per cent, twice a week; 5 per cent went irregularly; 73.3 per cent attended neighborhood shows. Only 45.5 per cent frequented the city parks for recreation; 51.1 per cent spent some of their leisure time attending church socials.

Houston, Texas, Recreation Department

Music in American Life

Like a beautiful park, a fine public library, an art center or a stately public building, a community orchestra becomes a token and champion of the dignity and inner life of the people.

By Augustus Delafield Zanzig

THE musical scene confronting thoughtful Americans during the last five years has been a very bewildering one; a huge cyclorama as dark with doubt as it is bright in promise. The most personal and least tangible of the arts, once only a way of worship and of solace and delight to simple folk, and later a crowning grace of the aristocracy, had with advancing professionalism become used as a commodity and often a spectacular display, subject to dickering and ballyhoo. Now to these incongruities are added those of our economic situation with its displacement of men by machines and its high-powered salesmanship to keep the machines running. For, thanks to the radio, music has become a primary factor in "big business."

Yet music itself, the best of it, has like a crystal stream flowed through the centuries, a distillate of life, fed by the common loves, faiths, and delights of each people and each period in the history of the human spirit, as well as by the ardors of a glorious succession of great composers. There it is, as fresh and vital as ever, and for an increasing number of people one of the supreme needs of life.

We need to be reminded from time to time of the spiritual values of music and what it can mean in a machine age. Mr. Zanzig, who is in charge of the music study made by the National Recreation Association, tells of groups he has seen in cities throughout America to whom making music means life itself.

Listening

Here are excerpts from an account given in an informal address by David Mannes at the 1930 convention of the American Federation of Arts, of a free concert at the Metropolitan Museum of Art in New York:

"Of course there must be many of you who have not been to the Metropolitan Museum on such a night in January or in March, so just let us make an excursion up Fifth Avenue to Central Park and Eighty-second Street. We ascend a broad staircase. We get into the hall. People are seated on a few of the benches that are there. It being early in the afternoon, we go around and look at the pictures, and at five fifteen we come

down to the lecture hall where we find about two hundred people listening to a lecture on the program. We come up at six o'clock and find that all of the three thousand seats have been taken. We go out and get dinner. We come back to the Museum at eight o'clock and find that there is hardly standing room. For you who do not know the size of the great hall at the Metropolitan Museum, I will tell you that it is comparable to the railroad station of a great city. Around the gallery is a rail, back of which is the orchestra. At eight o'clock the conductor steps forward. There is no time to applaud him and the program begins—perhaps with an overture by Beethoven, followed by the Cesar Franck symphony.

"The extraordinary part of it is that whereas at the symphony concerts in Washington, New York, Chicago, Philadelphia and other large cities the conductors have to contend with noise and confusion between the numbers, this great audience at the Museum could not be persuaded to make a sound—there is absolute silence. The number of this audience is eleven thousand people. As I look down I cannot see the floor, it is packed so tightly with people. Nobody moves. They do not go out and look at the pictures. Some of these people have been standing there since six o'clock.

"The program begins again—a chorale of Bach; then follows a Symphonic poem, *The Afternoon of a Faun,* by Debussy. Then comes an excerpt from a String Quartet followed by excerpts from *Die Meistersinger*—the introduction to the third act—and so the thing ends. It is ten o'clock. The people still stand there. There is a great deal of applause. It is such a well-mannered audience that the applause comes in the right places. They are not likely to applaud on the chord of a dominant seventh, as often happens in Carnegie Hall. It is really a highly intelligent audience.

"Then at ten o'clock people go around the galleries and see the pictures. That is what the concerts have developed into . . .

"There must be a tremendous field for this sort of thing when people will come at four o'clock in the afternoon and wait four hours for music—music must have a tremendous appeal . . .

"Why should you not have as high a standard in music as you have for the works of art which line the walls of the Museum? You will probably be amazed when I tell you that in twelve years, with a total each year of eight concerts, reaching sixty-eight thousand people, nothing in the Museum has been hurt, nothing has been broken. There are no police in the building and no guards. There are no signs to keep still. If you should move about, your neighbors would tell you to please be quiet. There is no talking, no whispering. If you have ever "heard" silence it is on these occasions. It is an amazing thing that in the presence of eleven thousand people you could almost hear a pin drop. It is the most astounding thing I have ever seen.

"If you need faith in the human race, if you need faith in the aspiration, in the aristocracy of our democracy, come next January and March and renew your faith, because you will never doubt again."

Before leaving New York, let us sit in the grandstand of a college stadium there (the Lewisohn Stadium of the College of the City of New York) on a summer evening, with fourteen thousand people of all ages, conditions, nationalities, and religious and political beliefs—not a typical, standardized college crowd—all waiting eagerly for the "game" to start. Not a football game is this, for there would not be space for any. The field itself is covered with seated people. The only place for a game is on the handsome platform, now silent and dimly aglow with light from the setting sun, but later to shine with a magical light as when "the morning stars sang together." For the Beethoven Ninth Symphony will be played and sung, with its "Praise to Joy, the God-descended daughter of Elysium." The chorus, especially organized for the occasion, is nearly as widely representative of human interests and conditions as the audience, and the orchestra is the New York Philharmonic, recently returned from a triumphant tour in Europe. A great event it is, in which many a machine-tending, subway-jammed or otherwise cramped person will find his true, expansive self. The singers down there in the very midst of it all will be especially blessed.

Singing

In this more complex life of ours we could give more and even better reasons than seven of the eight given by the great William Byrd "to persuade every one to learne to singe." How amazed he would be to see an audience of from two to three thousand people *listening* to one of his madrigals, which were made for *singing* by the family and guests, very likely while they were still seated at the dinner table, after it had been cleared. The merry *Amaryllis* madrigal that was included in the very book—*Psalms, Sonets, and Songs of Sadness and Pietie*—for which Byrd

wrote his eight reasons as a preface nearly three hundred and fifty years ago, is even now delighting thousands of people, thanks to the English Singers, as freshly as a bright May morning in "Merrie England." But in Elizabethan days every lady and gentleman was expected to be able to carry a part safely through the often intricate measures, without bar-lines, of such a song. Now if Sweet Adeline had only had *such* music written to her——. But how many of us could sing to her then? The number who could is increasing.

This group of girls from a San Francisco playground is finding real joy in singing.

For example, a recent national conference of public school music supervisors meeting in Chicago gave the writer occasion to seek assistance from his friend the Choirmaster of the University of Chicago. The main consideration for the conference was the conversion of the greatly enlarged musical training given in schools into admirable amateur singing and playing in all the years and places of life outside the schools. So a month or more in advance we asked the choirmaster whether he could provide a small group of young men and women who would sing some madrigals or the like in the spirit and style of Elizabethan times. "This is a coincidence," he replied. "Only a few days ago a group of students came to me saying that they wished to gather on Sunday evenings for coffee and—instead of bridge—*madrigals*. 'What shall we sing?' they asked." They sang at the conference some madrigals and a specially arranged folk song; all without accompaniment, of course, and without printed music and a leader. They sat, twelve of them, in a semi-circle as though grouped about a dinner table, with appropriate ease and geniality, and their singing was said to be the most lovely and delightful of any heard during the musically full week of the conference.

It is true that some people cannot or do not sing as beautifully as other people can or do. Perhaps Byrd was right when, for one of his eight reasons, he said that:

"It (singing) is the only way to know where Nature hath bestowed the benefit of a good voyce; which guift is too rare, as there is not one among a thousand, that hath it. And in many, that excellent guift is lost, because they want Art to express Nature."

But it is a very remarkable thing that any person of ordinary intelligence who can make "human sounds in tune" (the sole requirement for entrance into the superb Harvard Glee Club) can in a well-led chorus attain a degree of artistic expression and joy that is given only to the most expert instrumentalists and solo singers to attain. Who are the people in the great Bethlehem Bach Choir (and many another chorus) who sing music as noble and beautiful as anything in the world?

They are men and women in the ordinary jobs of life, not musicians. One of them said, "There are few of us I'd walk across the street to hear sing a solo. But when we sing together, I'd travel a thousand miles to listen." Their conductor inadvertently explains a very important element in his power as a leader while pointing to the usually unrealized possibilities of the ordinary untrained singer when he says: "You can be a true artist without an exceptional voice, or without a good ear for music, or without sight-reading ability. Training and devotion to great choral music will almost certainly enable you to attain the heights of artistic power."*

**The Bethlehem Bach Choir*, by Raymond Walters, Houghton-Mifflin Company.

Church Music

A church choir in Flint, Michigan, is an impressive example of the effects of religious devotion coupled with the choice of excellent music. There are forty American men and women in this choir, all of them volunteers and all of them working people. The choirmaster himself, a man of about thirty-five years of age, was for a number of years a worker in one of the automobile factories. He sang in the Industrial Mutual Association Glee Club there and studied singing. Failing health forced him out of the factory into more intensive study of music and a position as choirmaster. His wife attends every rehearsal, though they have five children and she does all the housework. When commended for the devotion that brings her to the choir despite all that she has to do, she said, "Why that's nothing. There is Mrs.——, she also has five children. And there is Mrs. ——, who has three children. We all have much to do."

The church building is not at all admirable inside or outside and betokens a financially poor congregation. There is a piano and a small organ, but the choir has no need for either, for it sings *a cappella.* A rehearsal observed by the writer began promptly at seven-thirty, every member present, though at that time the choirmaster was engaged in talking to the visitor. A tall gray-haired gentleman, who works in an automobile factory, arose and while the members of the choir bowed their heads he improvised the following prayer:

"Our dear Heavenly Father, we thank Thee for this privilege of coming to this place tonight to sing. We thank Thee for the voices given us, and may we use them to Thy honor and Thy glory that through our work we may bring others into the great work. Bless us as we meet here. Bless our hearts together. Bless our leaders. We ask it all in Jesus' name. Amen."

His manner and speaking expressed the utmost genuineness and strength of feeling. (This is a *church choir,* for the glory of God—as Bach used to say—not a mere grand opera quartet or concert chorus.)

Then the assistant choirmaster stepped forward, a chord was played on the piano and the choir sang. It was beautiful! The visitor, an itinerant investigator compelled to listen to dozens of rehearsals and concerts in a month, was for several minutes scarcely able to see through the tribute of tears irresistibly drawn from him. First came a Bach Chorale and then the Christiansen *O Beautiful Saviour,* followed by one of the mighty Russians in a praiseful mood, all without accompaniment and all finely vibrant with the vitality of those deeply rooted impulses out of which music, real music, has throughout the ages sprung. It was not always perfect in quality, but it was amazingly good, and the intention, the *inner* quality, of it was such as is never heard where music is merely entertainment, something superadded to life, not inherent in it. This choir has by invitation sung in churches in nearby towns and in one in Detroit, and has thereby inspired the ministers and music committees to want a similar choir in their own churches.

There is no other art or craft, or any other means of musical expression, in which the unskilled individual can come so near to being an artist himself as he can through choral singing; that is *if he wants to do so.* And that usually means if there is a leader who can inspire him through the music to want to do so—perhaps to *surprise* him into *being* so. The music that makes this magic possible may be very simple. Even the kindergarten child's singing of a simple folk song may be as lovely and perfect a thing as has ever been heard or seen.

Playing

On a Sunday afternoon in Kalamazoo, about two thousand people are gathered in a very handsome high school auditorium to hear a symphony concert. First comes Weber with *Der Freischutz,* then the Beethoven *Eroica,* then from a baritone an opera aria and, after the intermission, some Brahms and American songs, and finally the Tschaikowsky *Nutcracker Suite,* all performed admirably. What complete symphony orchestra of seventy-five players is this? Is it from Detroit or Chicago? No, it is the *Kalamazoo* Symphony Orchestra, which gives ten such concerts to equally large audiences each year.

Who are the players? The concert master is a violin teacher who fled to this country from the Russian Revolution. He was educated in the Petrograd Conservatory under a grant from the Czar's government. The principal French Horn player is also a Russian musician, left stranded by the financial difficulties of an opera company with which he was touring. He earns a living as a worker in a paper factory. Twenty-three others are professional players and members of the Musicians' Union who, by a special agreement

made with the Union, are permitted to play with amateurs and to receive only an honorarium in payment for their services. Among the fifty other players are music teachers, an automobile dealer, a surgeon, two grocers, clerks, college students, two officials and three workmen in a paper mill, an electrician, a linotype worker, a restaurant keeper, the editor of a newspaper, two bankers, and fifteen mothers.

No one has to pay more than fifty cents to hear a concert, and twenty-five cent tickets are available for students. Through a connection with music appreciation classes in the public schools, the orchestra presents free tickets to two hundred pupils of those schools for each concert. Free preparatory lectures on the music to be played are offered to adults. Moreover, at each concert, all the children of some near-by rural school, and the players in one or more small orchestras in nearby towns, are invited guests.

Such an orchestra not only provides a fine sort of expression and recreation for a group of the city's own citizens, the players; but it also provides the nearest thing to such expression and recreation to the hundreds of its other citizens and children, to many of its rural and other neighbors, and especially to those who are able also to contribute to its support. It goes farther, affecting even those who never listen to it. For, given an honored place as it is in Kalamazoo, it points out the kind of life that the city is standing for. Like a beautiful park, a fine public library, an art center, or a stately public building, it becomes a token and champion of the dignity and inner life of the people.

"There is an inward fire that is fanned at times into a blaze. Beauty does it. It is incredible that a world with nothing here but atoms and electrons could ever have cared about color and harmony, made the evening star, and the Fifth Symphony, and cathedrals, that, as Ruskin said, are like frozen prayers."—*Harry Emerson Fosdick, D.D.*

It is not unreasonable to hope that every city or town or group of towns of ten thousand or more people will have its own civic chorus, civic orchestra, and, in the summer, admirable band concerts. Recent developments in the schools and colleges, and the promise of an increasing provision of leaders by the Juilliard Music School, other similar schools, the National Orchestral Society, and by the best universities, offers basis enough for this hope. But the most blessed abode of music is the home.

One evening in a Western city the writer visited the home of a violin teacher when he and ten other musical adventurers were exploring the Wolf-Ferrari Chamber Symphony for solo strings, woodwinds, horn, and piano. Earlier in the evening the Beethoven Septet had been played. These eleven or a smaller group of them meet regularly to play just for the love and joy of it. The string bass player, seventy-five years old, is a janitor in a dance hall. "It's all that I live for," he said, holding out his instrument. The oboe player is a letter carrier, the flutist a waitress in a cafeteria, and the others, with the exception of the violin teacher, are similarly innocent of any professional intentions. After a romantic rise to a fine climax in the music, a beautiful, expansive flute melody soared out of all reach of circumstance and the mundane needs of life. It was very moving to see the face of that frail-looking waitress aglow with the liberation and warmth of that tune. There she was, free, at her best, a member of the noble order of craftsmen: a comrade, however humble, not only of the superb singers and players in the great professional concerts and recitals —"Tis we musicians know" —but also of all other good workmen in every art. Then "Allons! After the great companions, and to belong to them!"—to Bach, Beethoven, Brahms, and the others of the glorious company.

Music in American life? We have caught only a glimpse of a few of its many aspects, but enough, we hope, to show that it is often most delightful where it is most humble. The musical training in the public schools, and the power of the radio and especially of such free or inexpensive "living" concerts as have been described, are gradually breaking down the barriers between the so-called "high brow" and the "low brow" in music. More and more people are coming to realize that this is an artificial distinction, that amidst the great abundance of real, lasting music of all kinds, from the simplest folk tune to a Beethoven symphony, any one who really wants to do so, no matter how uncultured he thinks he is, can find his way again and again to the full delight of beauty. His way may lead through such concerts, choruses and orchestras as have been referred to in this article, but there are many other activities through which it may lead. The expressiveness and joy in them are what count!

Vitalized Commencements and Leisure

A Few Practical Hints

The Journal of the National Education Association has taken the lead in calling attention to the civic and spiritual importance of the commencement season. Now The Journal, in an article in the December, 1930 number which is reproduced here, urges that the use of leisure be made the theme of commencement essays, and suggests the preparatory steps to be taken throughout the year to interest the community.

"WHEN man plays he becomes an artist. This suggests the great educational significance of recreation. . . What man does in his leisure hours shapes his personality and moulds his character." Leisure has come to the masses. People now need to be educated for leisure as much as for vocation. Every community can profit by a study of this question in its local setting.

Much will be done early which will yield large results with little effort. No amount of effort toward the end of the year can accomplish as much. The following steps should be taken early in the school year:

(1) Plans should be laid, the general plan being definitely outlined.

(2) The patrons and general public should be made acquainted with the plans and the theme selected.

(3) All community agencies such as churches, civic clubs, and chambers of commerce should be invited to participate in preparing the public for, and interesting people in the program. These agencies will be interested if the program is to be built around a topic of community significance.

Practical Hints

The following suggestions are primarily suited to high schools but may also be adapted to the junior high-school advancement.

(1) *Survey of Leisure Facilities.* Let the graduating class make a survey of community facilities for leisure, the results to be woven into the commencement program. This survey could be carried on in a scientific manner and correlated with classwork especially in the field of the social sciences. Community clubs will be glad to listen to the reports of such surveys. Local newspapers will wish to give space to such a study.

(2) *Leisure and Life.* Make a survey showing how wise use of leisure insures success in business or profession as well as in life. (a) Recall how wise use of extra time helped Lincoln, Roosevelt, and many others to succeed; (b) point out how the most successful men of the community and former graduates of the school spend their leisure; (c) does the out of school time of the pupil affect his in-school record?

(3) *Helps for Surveys and Essays.* Useful points to take into consideration in making the above surveys and as topics for essays and addresses are the following (a) what is leisure; (b) growth and spread of leisure; (c) economic aspects of leisure; (d) cultural aspects of leisure; (e) what leisure means for the individual; (f) what leisure means for the community; (g) leisure and society; (h) leisure facilities lacking in our community; (i) the school's part in solving the leisure problem; (j) the home and leisure; (k) the church and leisure.

How Schools Train for Wise Use of Leisure. Here is how (i) above may be subdivided: (1) by teaching reading, writing, and other basic skills; (2) by teaching appreciation of art, music, and other cultural fields; (3) by interesting pupils in civic and social welfare; (4) by helping the pupil in school to use spare hours profitably at the crucial age of his life; (5) by holding community functions such as lecture courses and musicals, which provide wholesome entertainment for all; (6) by providing playgrounds and play apparatus, and teaching games which may be continued in

(*Continued on page* 52)

Scene from The Clock Shop

The Graduation Play

Prepared by the Community Drama Service, National Recreation Association

IN most grammar schools or junior high schools the commencement play is an important feature of the graduation program, frequently the most important feature, and the teacher must provide each year a play that will at least measure up to the foregoing plays and will permit the majority of the class to appear. For it is all important that as many boys and girls as possible have the opportunity to take part in this momentous performance. The character of the commencement play differs widely, according to precedent, locality, and facilities, but whether it is the pageant depicting youth wending its way through rose-covered gates to receive the crown of victory, or whether it is a colorful folk drama, it is the most attractive event of graduation week and it is the one play that must not be a failure or a disappointment.

At this time of the year the provident teacher begins to look over the market for the play that will be the most successful vehicle for her particular group of boys and girls. It is with the aim of assisting her in this difficult task that the following list of plays has been compiled. We have confined our attention almost entirely to the eighth grade and junior high school. Few senior high schools give plays at commencement time and when they do they usually use the full evening comedies. The plays suggested do not run more than an hour and a half and the majority of them play from thirty to forty-five minutes. When the senior high school has been considered we have the small or rural school in mind.

While many of these titles suggest the fairy plays of a younger age, they are in reality quite sophisticated and satisfying to the young adult who is usually disdainful of anything smacking of childishness. The professional theatre has used

the modern interpretation of fairy and folk lore for many years. Now such plays are being written for young people and serve as an admirable bridge between the children's plays and the long plays dealing entirely with adult life.

The following plays have been selected by the Community Drama Service as the most attractive material for graduation. Nearly all of them have been used for that purpose with decided success. When a royalty fee is indicated it is necessary to apply to the publisher for the quotation and arrangements to produce.

Long Plays

The Princess and the Swineherd by Gwendolen Seiler. 3 acts. 4 girls, 16 boys, extras. A number of the masculine roles can be played by girls. A director who produced the play last year wrote, "It is the best play for junior high schools that I have ever used." The old tale is charmingly retold in modern speech and it has an ending that is entirely new and delightful. The incidental music is included in the book. We recomend this play for high schools as well as junior high. Apply to Samuel French for royalty quotation. Macmillan. $1.75.

The Jester's Purse by Nydia E. Minchin. Three episodes. From 30 to 100 or more children can be used in this play. King Hal's jester loses his purse and finds it again at the Mayfair. Gypsies, people of the court and country folk mingle in gay spectacles. A favorite graduation play. Contained in "The Jester's Purse." Royalty. Harcourt, Brace and Co. $1.50.

Sir Richard Serves His King by Ida May Owen. A Robin Hood play in three acts. 6 girls, 16 boys and many extras. A well developed play with dancing and music, based on the old story of Robin Hood's winning of the king's archery contest. Like many of these plays, though several scenes are indicated it can be presented before a plain curtain without change of scenery. In "The Jester's Purse." Royalty. Harcourt, Brace. $1.50.

Simple Simon by Josephine Elliott Krohn. 2 acts. 6 scenes. 47 characters. This whimsical dramatization is robust enough to satisfy the almost-grown-up and its charm is irresistable. In "Old King Cole." Doubleday, Doran. $1.50.

Aladdin by Clare Tree Major. 3 acts. 10 characters and extras. This dramatization of the oriental tale is an unusually good one, there are several important roles and there is enough skill demanded of the actor to challenge boys and girls of junior high school age. In "Playing Theatre." Oxford University Press. Permission of the author necessary. $2.50.

The Prince's Secret by Clare Tree Major. 3 short acts. 11 characters and extras. A mystery play set in Old Spain. A good deal of action and suspense. In "Playing Theatre." Oxford University Press. Permission of the author necessary. $2.50.

Helga and the White Peacock by Cornelia Meigs. 3 acts. 8 characters. A play of unusual beauty and literary value. Helga, held captive by the Trolls, is rescued by her brother who finds that what he thought were bars of steel were only spider's webs. Macmillan. $1.

The Steadfast Princess by Cornelia Meigs. 2 acts 14 characters and extras. Simple, beautiful writing enhances this play of a Princess who, in spite of many temptations, remains faithful to her people. Macmillan. $.75.

The Far-Away Princess by Hermann Sudermann. 1 long act. 2 boys, 7 girls. A romantic youth meets the princess travelling incognito. Suitable for senior high schools. French. $.75.

Lantern Light by Olive Price. 3 short acts. 13 characters and extras. A simple and very dramatic play of New England witchcraft. Recommended for the eighth grade. French. $.50.

Shorter Plays

The Clock Shop by John Golden. 7 characters and extras. A musical fantasy of the love of two little Dutch clocks. A charming play for the young adult. In "Three John Golden Plays." Royalty. French. $1.35.

Six Who Pass While the Lentils Boil by Stuart Walker. 7 boys, 2 girls. A fantastic comedy in the manner of a fairy tale. David hides the Queen from the executioner until the hour for her beheading has passed. Royalty. Appleton. $.50.

Sir David Wears a Crown by Stuart Walker. 13 boys, 4 girls. A sequal to the above play. David is rewarded for saving the Queen. Royalty. Appleton. $.50.

The Happy Man by M. E. Irwin. 6 girls, 8 boys. The story of a king whose only hope for recovery from an illness was to wear the shirt of a happy man. When the happy man was found he had no shirt. Oxford University Press. $.20.

The Romance of the Willow Pattern by Ethel Van der Veer. Prologue and seven very short acts. 4 boys, 1 girl. To be produced in the manner of the Chinese Theatre, without scenery or curtains. It is the story of the familiar blue willow ware plate, charmingly told. Royalty. French. $.35.

The Knave of Hearts by Louise Saunders. 15 characters. The Knave of Hearts becomes a thief in order to conceal the fact that the Lady Violetta is a disgracefully bad cook. There is a special appeal to junior high school age in the humor of this play. Royalty. Longmans, Green. $.50.

The Blackbird Pie by Clayton R. Wise. 16 characters and extras. An altogether intriguing dramatization of the old jingle. Recommended for eighth grade graduation and types of children especially interested in fantasy. Baker. $.25.

The Prince Who Was a Piper by Harold Brighouse. 5 boys, 5 girls. The prince is able to be happy through his art as a musician. A pleasant theme for the graduating class. Royalty. French. $.50.

Told in a Chinese Garden by Constance Wilcox. 6 boys, 3 girls. Chinese costumes. A delightful, romantic comedy, with a Chinese background. Royalty. French. $.30.

Fernseed in the Shoe by Ethel Van der Veer. 9 characters. A romantic young lady of medieval times puts fernseed in her shoe, thinking to see fairies. She meets instead, not the prince of fairy land, but the very prince of the realm. In addition to an interesting plot, this little play is valuable for its poetry and usefulness in encouraging good diction. Royalty. French. $.35.

The Stolen Prince by Dan Totheroh. 13 characters. A play in the Chinese manner. Simple and effective drama for boys and girls who are easily captivated by the more subtle type of humor. In "Short Plays." Royalty. Houghton Mifflin. $2.

Hilltop by Louise Ayres Garnett. 12 characters and extras. Peter who wished to leave his home finds that there is adventure even on the familiar hilltop. In "Three to Make Ready." Royalty. Doubleday, Doran. $1.50.

Plays and Pageants on the Subject of Commencement

Memories by Olive Price. Plays about an hour. 15 characters. A commencement pageant and ceremony including recitations of famous poems in the framework of a plot. In "Short Plays from American History and Literature." French. $1.85.

Plays for Graduation Days edited by A. P. Sanford. A collection of thirteen plays for various types of commencement programs. Some are long, some short and the subjects vary with special view to grammar and junior high school needs. Dodd, Mead. $2.50.

The Gateway by Walter L. Bissell. Plays 45 minutes. 20 to 27 characters. A pleasing allegory of the graduate taking leave of school days and making her way out into the world. Royalty. Drama Book Shop. $.50.

The Builders by Walter L. Bissell. I hour. 30 to 70 characters. Youth looks upon the Temple of the Nation and the achievements of the past are revealed to him as a guide to his own future. Royalty. Drama Book Shop. $.60.

The Setting of the Sail by Beulah B. Woolard. 30 to 50 or more participants. Old graduation customs are combined with pageantry in this play for Senior Class Day exercises. Royalty. French. $.35.

The World Outside by Beulah B. Woolard. 30 to 50 or more in cast. A popular pageant-play for the community high school. Royalty. French. $.35.

The Recompense by Holmes and Carey. Plays about an hour. Students from modern temples of learning are transported to Olympus to demonstrate to the gods that mankind has lost none of his former glory of achievement. Royalty if admission is charged. Barnes. $.50.

Note: All plays listed may be purchased from the Drama Book Shop, 48 West 52nd Street, New York City.

World at Play

Parks Donated to New York State

PUBLIC - SPIRITED citizens are donating land for parks not only to municipalities but to states. A large part of each of two parks maintained by the Finger Lakes State Parks Commission of New York has been donated by private citizens. In 1920 Mr. and Mrs. Robert H. Treman of Ithaca, New York, gave to the State of New York, 389 acres of land forming the nucleus around which Enfield Glen State Park has been formed and developed. The park now contains 850 acres. The donated acres cover the glen, which is about two and a half miles long and contains twelve waterfalls, one of them 115 feet high. The other gift of Mr. and Mrs. Treman consists of 164 acres now known as Buttermilk Falls State Park. This property, donated in 1924, consists of two glens with ten waterfalls. In a distance of one mile the main glen falls more than 500 feet in a series of rapids, cascades, and waterfalls.

Bloomfield, New Jersey, Develops Property

AT a meeting of the town council of Bloomfield, New Jersey, on February 2nd, $25,000 was appropriated to start the improvement and development of Wright Field. This will take care of about two-fifths of the total development. An outdoor theatre will be laid out on this field. A field house at Hoover Playground has been completed where over $4,000 will be spent for a 9 foot fence. The Carteret Home and School Association has presented a resolution to the council asking for the immediate establishment of a playground on some town owned property.

A Gift to Kentucky

MR. and Mrs. T. Coleman Du Pont were long friends of the recreation movement. Mr. du Pont before his death gave $230,000 toward the purchase of 589 acres of land around Cumberland Falls, Kentucky, that Cumberland Falls might become the property of Kentucky, Mr. du Pont's native state. Recently Mrs. du Pont and the other heirs of the estate placed in the hands of the Kentucky authorities $170,000 additional so that the entire purchase is now completed.

Perth Amboy Makes Progress

SINCE the spring of 1930, $135,000 in bonds has been issued and work has been given to hundreds of unemployed in Perth Amboy, New Jersey, with the following results: The stadium grounds have been completed and beautified and now contain football and baseball fields, a grandstand for 2,500 people, bleachers for 2,000, lockers, showers, and similar facilities. The football field was flooded this winter with a spraying system for ice skating and lighted by flood lights. Below the football field there is a beautified area the size of two city blocks with tennis courts, seats, and winding walks. Eventually the next level will be developed as a children's playground, and below this there will be a smaller playing field with bleachers for about 1,000 and

Beauty in all its fulness is not to be found in crowded streets. Woods and waterfalls speak a language one can not hear in the roar of cities.

facilities for soccer, bicycle polo, and similar games. Hayes Park has been filled in and graded, the river front beautified and eight new clay tennis courts finished. Just beyond this there will be a children's playground. In Kearny Park a ball field has been finished and an artistic rock retaining wall along the river has been built and beautified with shrubbery. Two grandstands, each seating 500, have been installed. In Washington Park a ball field has been completed and a grandstand erected for 600 people. The children's playground has been re-located in the park and the entire area has been beautified and fenced.

Somerville's Drama Tournament

THE DRAMA Tournament, held in observance of National Drama Week at the Somerville, Massachusetts, evening recreation centers, aroused much interest among the hundreds of men and women attending the centers and their friends. Four audiences on four successive nights at four centers witnessed four one-act plays given in competition, each play representing the efforts of one dramatic club from one center.

The dramatic club at the Morse center has already given several one-act plays this season and has entertained visitors from other centers.

A Survey of East Bay Cities, California

PROPOSED PARK Reservations for East Bay Cities is the title of the report incorporating the survey made of the recreational needs of the nine cities bordering the east shore of San Francisco Bay. The report, which contains many photographs, offers definite recommendations for recreational developments. "Now that the cities are becoming more completely built up and much progress has been made on the various other municipal problems, it may be and *should be* possible to arouse interest in the necessity for setting aside park areas for enjoyment and healthful recreation, and to establish a priceless heritage for the future."

Colored Citizens Present Programs

HAPPY VOICES was the title of the community festival and mask presented by the Crispus Attucks Recreation and Community Center for colored citizens of Lancaster, Pennsylvania, under the auspices of the Lancaster Playground and Recreation Association. Music and drama were features of the program, and Paul Green's *No 'Count Boy* was presented by the Paul Robeson Players of Lancaster. On February 17th these players repeated the play at *The Melody of Color,* a community pageant and mask given under the auspices of the Colored Civic League and the Recreation Board of Greenwich, Connecticut.

Even in Hard Times!

STEUBENVILLE, OHIO, with a population of 35,422, has recently purchased a park for $50,000 and has issued bonds for $40,000 to improve the park. In February the City Council authorized the issuance of notes

and bonds amounting to $25,000 for the construction of a recreation center for colored citizens. Land for the new center, which will be built on the old low pressure reservoir site, was transferred by the Council from the control of the Service Department to the City Recreation Board. Plans for the center call for the construction of a swimming pool, playground and community house which will contain locker rooms, auditorium and gymnasium space. This plant will be the third municipal center constructed in the last year and a half.

Westchester County Prepares for Music Festival.—Preparations are under way for the Westchester County, New York, Music Festival which this year will be held May 21st, 22nd and 23rd. Under the auspices of the County Recreation Commission, the Westchester Choral Society has conducted a competition for the promotion of a high standard of music and the rewarding of the groups judged to be the best. Six classifications have been established—one for mixed choruses numbering over 75, one for mixed choruses under 75, and classifications for men's choruses, women's choruses, mixed choirs and boys' choirs (including not less than 16 singers). A silver cup will be awarded the winning group in each classification, but the principal prize, which will go to the group winning the highest number of points in the entire competition, is a place on the program of the Music Festival. The winners will sing on Saturday evening, May 23rd, the closing event of the three day festival. A committee of judges from outside Westchester County will judge the contestants for tone, enunciation, ensemble, interpretation and pitch, each to count 20 points. The contesting groups will be judged on two numbers, one a selection of their own choice which may or may not be accompanied and the other one of a number of required selections to be sung a capella.

"Ye Olden Times."—Recalling the days of hoop skirts, stand-up collars and one horse shays, dances popular in the dim past were revived on March 5th in Los Angeles, California, when an Old-Fashioned Dance Festival was held at Echo Community Center under the auspices of the Playground and Recreation Department. Dressed in appropriate costumes, couples pirouetted and wheeled through the intricate movements of the quadrille, Virginia reel and old-fashioned waltz. During the intermission of the program a contest for old-time fiddlers was held.

Music in a New Rochelle Park.—The Department of Parks, Docks and Harbors in New Rochelle, New York, has erected a band shell in Hudson Park at New Rochelle on the waterfront of Echo Bay. A concert by a 25-piece band is usually presented in this band shell on Sunday evenings and holidays. For use on other afternoons during the week, the Department has installed in the dressing room at the rear of the shell a Capehart Orchestrope with radio attached, the orchestrope playing 28 records, automatically turning them so that 56 records are played consecutively without a repeat. This takes approximately four hours. When anything of importance is being broadcast by the various radio stations, the radio that is attached to the orchestrope is utilized to broadcast the program through the speaker used for the orchestrope record reproduction. This speaker is made up of six large Wright-DeCosta units arranged on a celotex board made up like a large picture frame and rolled to the center of the platform on small rollers attached to the bottom of the speaker frame.

The Department has had remarkable success with this apparatus, the units functioning perfectly and the amplification and acoustics being produced most effectively. This the Department credits to the splendid band shell.

Playground Music in Altoona.—At the present time Altoona, Pennsylvania, has a boys' chorus, a girls' chorus, a Ukulele Club for girls, a harmonica band, ukulele and harmonica classes for beginners, and a chorus for colored citizens. The Department of Parks and Recreation is now planning a Melody Club for boys interested in playing musical instruments as well as singing. At the beginning the activities will be confined to the harmonica, stringed instruments and possibly a few reed instruments.

Reconciliation Trips.—There is a group in New York which, under the title of *Reconciliation Trips,* is conducting tours about the city to acquaint native born Americans with the customs and traditions of the foreign born residents. Trips are taken, for example, to the Syrian section and Chinatown. Leaders are in charge who are acquainted with the customs of the various foreign born groups. Mimeographed bulletins are issued outlining the trip and giving detailed directions. The address of Reconciliation Trips is 211 West 56th Street, New York.

The Westchester Trails Association.—The Westchester Trails Association, Westchester County, New York, has published a schedule of 1931 spring outings. The booklet not only gives information about the outings scheduled—destination, costs, distances, starting place and time, and transportation—but also announces events on the program of the Westchester County Recreation Commission of general interest to hikers.

February Parties.—In observance of Lincoln's Birthday, St. Valentine's Day and Washington's Birthday, hundreds of children throughout Los Angeles, California, took part in a colorful series of plays, operettas and pageants at municipal playgrounds in every section of the city. A total of 31 of these presentations were offered with an aggregate cast of 650 boys and girls. Hundreds of costumes representative of Colonial times were sent out to municipal recreation centers by the Playground and Recreation Department Costume Shop.

Irvington Takes Count.—Each person participating in an activity conducted by the Department of Public Recreation of Irvington, New Jersey, is registered in a card index file. During the year 1930, 7,489 of these cards were filed. Under the title of Accumulative Participation the Department takes count of the number of times the different people registered took part in scheduled activities. Spectators are designated as audience at concerts as well as the individuals who attend the games and similar activities. Excluding spectators and audiences, 13 per cent of Irvington's population of 56,745 actually participated in the 1930 department program. A conservative estimate of all participants and spectators would be 25 per cent of the entire population. The number of boys and girls in department activities was at least one-half of the total of school age population. And the cost per participant was 9 cents!

A Coordination Committee in San Francisco.—A few months ago at the request of the chief of police, the Playground Commission of San Francisco, California, made a somewhat detailed study of a delinquency area in the city. As a result of this study four recommendations were made. The first was that a Coordination Committee be formed in order that municipal departments working most closely with children would be in a better position to visualize the entire field. Such a committee has been organized consisting of the chief of police, chief probation officer, superintendent of schools, and superintendent of playgrounds. The second recommendation to the effect that the playground located in this particular area be lighted for night use has also been put into effect. The third recommendation was that a recreation center be opened for night activities. The committee was able to obtain a large abandoned church in the heart of the district and with the help of private funds, opened a recreation center which is reaching primarily delinquent boys. The center has been crowded every night and the program is progressing beyond the greatest hopes of the committee.

The fourth recommendation was that a director at large be placed in the district to work where and when it seemed advisable, to reach the individuals and gangs. This director, who was employed immediately after the acceptance of the survey, has been able to do very fine work.

Administration Costs in Los Angeles.—In the annual financial report for the year ending June 30, 1930, of the Department of Playground and Recreation, Los Angeles, California, figures are given regarding the average individual costs of administering playgrounds and other recreation facilities. These costs, based on net cost of operation, are as follows: for playgrounds, $.0567; for local camps, .477; for mountain camps, .193; for men's clubs, .0109; for swimming pools, .093; for practice golf, .079; for beaches, .0081.

Cleveland, Ohio, Provides for Athletics.—Cleveland's $2,000,000 stadium is under way and practically all the land has been purchased for a new athletic center which will probably cost in the neighborhood of $500,000.

Public Beach Officials Discuss Mutual Problems.—Los Angeles County, California, has a committee known as the *Public Beach Coordination Committee of Municipal and County Beaches.* The Committee, which was formed in March, 1930, has as its objective the provision of periodic conferences at which operators of public beaches within the county might discuss their mutual problems. It was felt that the Committee could help in bringing the profession of the beach life guard to a higher plane of efficiency and raise the standard of service. During the year the Committee has met each month and has discussed such prob-

lems as personnel, safety, equipment, maintenance problems, beach play and recreation equipment, and beach rules and ordinances.

Activities in Detroit.—Over 9,000,000 people last year attended the activities promoted by the Detroit, Michigan, Recreation Department, and the Department had under its jurisdiction 140 playgrounds, 29 swimming pools, 200 skating rinks, 148 tennis courts, 39 ball diamonds, 14 football gridirons, 18 soccer fields, 2 bowling greens, 14 field hockey courts, 4 cricket pitches, and 120 horseshoe pitches. The Department also has 3 well equipped community centers and a summer recreation camp. Thirty-nine different pieces of property totaling 547 acres are owned by the Department.

The per capita cost of recreation in Detroit is .079.

Tacoma's Archery Club.—The Archery Club sponsored by the Recreation Department of Tacoma, Washington, is now housed in the second floor of a building converted from a junk room and workshop into a first-class 30-yard, five target range. A back drop made of old rugs and heavy paper was hung about 18 inches from one end to stop all arrows missing the targets. The regulation four foot target is used although some thought has been given to reducing its size according to a scale for distance. In the end of the room opposite the targets, behind the firing line, is a huge stove to furnish heat and incidentally to keep a large pot of coffee steaming for every festive occasion. A kitchen sink, cupboards, table and light sockets, all add to the convenience of the place. The club after eighteen months of existence enjoys a membership of thirty, both men and women, and has taken part in several tournaments including the state tournament which was held in Tacoma last June.

Outdoor Dancing.—The Board of Park Commissioners of Hartford, Connecticut, in its annual report for the year ending March 31, 1930, reports a very successful season at the outdoor dancing pavilion at Colt Park. This pavilion is the center for large gatherings of from 3,000 to 5,000 grown-ups and children every evening except Sundays from Decoration Day until the middle of September. The adults enjoy the music, while their children play under leadership on the larger playground and the young people enjoy dancing for the small fee of 10 cents. (During the season there were 125,500 paid admissions.) The best sixteen piece orchestra procurable furnishes the music for two hours beginning at 8:30 and ending at 10:30 P. M.

Girls' Hobby Display in Cincinnati.—Girls' Week Hobby Display was held March 16th to 21st under the auspices of the Cincinnati, Ohio, Public Recreation Commission in cooperation with public and private women's organizations in the city interested in the welfare of girls. There were three classifications for entrants—(a) girls up to 14 years of age inclusive as of March 1, 1931 (b) girls 15 to 18 years of age (c) girls 19 years of age and over. The exhibits, which were required to be the work of the exhibitor and her property, consisted of handcraft, art work, music and poetry, sewing, cooking, photography, millinery, dolls, natural history collections, flowers and plants, and special exhibits.

Coasting in Oswego.—The City of Oswego, New York, has been very successful in its handling of coasting. The plan involves the stationing of a starter at the top of each hill, barriers at all intersections and in general watchmen posted at intersections. The hills are all iced and there is one hill seven blocks long. Last winter there were only two minor accidents. The coasting areas were under supervision from 3 to 10 P. M.

The Common Council has appropriated $3,800 for playgrounds and the Board of Public Works spent $14,550 in addition on maintenance, wages, and similar expenses.

Ice Skating in Reading.—On January 25th the Department of Public Recreation of Reading, Pennsylvania, had its first ice skating races on the city park rinks. The rinks used were the concrete covers over reservoirs which contain a part of the city's water supply. There are two of these, 250 feet long by 150 feet wide. In summer they are used for tennis, volley ball, roller skating races, organized games and mass folk dancing. In winter they are flooded and allowed to freeze for ice skating. The depth of the water varies from 6 inches in the middle to 3 inches around the edges.

The north rink was used for the ice skating races because it is screened in with wire which keeps spectators off the ice. A boardwalk was laid between the north and south rinks for skaters to walk across when their events were called. The

south rink was used for warming up purposes. An oval course was measured off with ten laps to the mile and on it the 100, 220, 440, and half mile distances were measured off. The 50 and 75 yard events were run off on a straight-away. There were events for men, women, boys and girls, including novelty events such as horse and rider with a boy on skates carrying another boy, backward, obstacle, centipede, and partner races. There was also an exhibit of figure skating. Awards were presented in the form of medals and ribbons to winners of first, second, and third places. Over 3,000 spectators came to watch the events which were so successful that the races will be made an annual affair.

A New Use for Old Covers.—Playground balls so worn that they defy further service and are scorned by the athletes, are collected eagerly by handcraft classes in the community centers of the Louisville, Kentucky, Recreation Department where they are put to novel uses. The covers are carefully ripped and the soft old leather is cut into double octagonal pieces left joined at one side. The octagons are each slit to permit linking. Twenty or more pieces folded and linked together and then finished off with a buckle, make a soft, "swanky" belt. A use has been found even for the stuffing. The balls of twine are being preserved for the spring kite contest and the cotton or kapok has been put to excellent use as filling for soft cushions made by the girls' classes.

National Child Health Day.—The 1931 program of National Child Health Day (May 1st) will be based on the nineteen recommendations in the *Children's Charter* which came out of the deliberations of the White House Conference on Child Health and Protection. The keynote will accordingly be *Community Responsibility and Cooperation for Child Health and Protection.* Suggestions for the observance of the day may be secured from the American Child Health Association, 450 Seventh Avenue, New York. Copies of the *Children's Charter* may also be secured from this organization.

Twenty-Five Years of Service.—On January 10, 1931, Theodore Wirth, Park Superintendent of Minneapolis, completed twenty-five years of active service. He is now on six months vacation with pay. Before going to Minneapolis, Mr. Wirth had given ten years as Park Superintendent at Hartford, Connecticut.

All who worked in the recreation movement or the park movement are indebted to Theodore Wirth for the generous way in which he has shared his experience with so many others.

Girls' Club in Tampa.—A development of the volunteer leaders' corps in Tampa, Florida, is interesting a large number of girls as well as boys, and the progress of these volunteers has been so encouraging that in the years to come additional staff members will undoubtedly be recruited from this group. The girls are actively interested in earning the points which are the basis of awards made each spring. Girls who display special ability in activities are presented with playground letters upon earning 500 points.

Moving Pictures in Passaic.—During January, February and March, and again from early in October until the end of the year, motion pictures were shown weekly by the City Recreation Department of Passaic, New Jersey, at the Orphans Home, the International Institute and the Passaic Poor Farm. Out-of-door movies shown in the parks were witnessed by thousands. These programs, consisting of comedies and safety first films, were made possible by the Department of Public Safety and the Public Service Corporation.

An Enterprising Mothers Club.—An outgrowth of the Christmas gift making class conducted by the Lansing, Michigan, Department of Recreation has been the organization of a Mothers Club at one of the schools. The club consists of about forty women who devote one evening of each month to exchanging information on handcraft and cooking, a second night to social recreation and a third to the discussion of home furnishings and beautification. The group also gives one hour to a program on the gymnasium floor consisting of calisthenics, rhythmics, gymnastic games, basketball and volley ball.

Storytelling in Altoona.—On September 13th the Department of Parks and Recreation of Altoona, Pennsylvania, introduced a Saturday morning story hour. Thirteen boys and girls were present. The following week there were 65; the third, 110. From that time until the first of the year the average attendance was 214 and each Saturday children were being turned away because of lack of seating capacity. At the beginning of

the new year it was decided to hold one period in the morning and one in the afternoon, and to the surprise of the Department there were 311 present in the morning and 206 in the afternoon. On Saturday, February 7th, the attendance was 527 in the morning and 417 in the afternoon, making a total of 944. The story hour consists of one-half hour of storytelling followed by a 45-minute program of children's movies.

A Field Hockey and Sports Camp for 1931.—The Mills College, Department of Physical Education, announces a Field Hockey and Sports Camp to be held from June 27th through July 25th. In addition to the instruction given, the camp offers an opportunity for a restful vacation and for sports of all kinds. Further information may be secured from Miss Rosalind Cassidy, Mills College Post Office, California.

A Training School for Boat and Canoe Counsellors.—From June 17th to 27th a school for the instruction of boat and canoe counsellors will be held as a part of the Red Cross First Aid and Lifesaving Institute at the Brooklyn camp of the Boy Scouts of America on Rock Lake, Ten Mile River. The institute as a whole will be under the direction of Captain Charles B. Scully, director of lifesaving for the New York Chapter of American Red Cross, and further information about the school may be secured from the American Red Cross at Washington, D. C.

Nursery Schools and Playthings.—Dr. Lois H. Meek reports that the nursery schools have found greater developmental values in playthings which stimulate the creative in children and that this idea has now reached the lay public to such an extent that manufacturers and retailers of toys have been compelled to offer fewer mechanical toys and more playthings of the type children can take apart and re-arrange in various combinations.

The building of toy villages, keeping store and other types of group play are being more fostered, Dr. Meek reports, as a result of the nursery schools.

National Congress of Parents and Teachers to Meet in May.—The Thirty-fifth National Convention of the National Congress of Parents and Teachers will be held at Hot Springs, Arkansas, May 3rd to 7th. The convention theme will be "The Challenge of the Children's Charter." The convention will be preceded May 1st and 2nd by the National Conference on Parent Education. Information regarding the convention may be secured from the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C.

A Home Arts and Industries Association.—In London there is an association known as Home Arts and Industries Association whose objective it is to revive and encourage the old handicrafts which once flourished in England. This it seeks to accomplish by assisting instruction classes in country districts and elsewhere and industries fully or partially developed by granting them affiliation to the association, so that they may have the opportunity of exhibiting their work at the exhibitions held by the association. The association also suggests suitable handicraft to be taken up, teachers for classes and the best means of securing the necessary tools and raw materials. Though the main object of the association is educational, the council realizes the growing necessity of a

A Folk Dance School

The Federation of American Branches of the English Folk Dance Society will hold its fifth Folk Dance School at Massachusetts Agricultural College, Amherst, Massachusetts, August 17 to 29, 1931. Further information may be secured from Federation of American Branches (Miss Susan H. Gilman, Executive Secretary, 159 East 33rd Street, New York City.

craftworker finding an outlet other than through the ordinary trade channels for his work and assists in every way by helping him secure publicity and orders for work.

A Realtor Aids Recreation Department.—The G. Stacy Realty Company of Austin, Texas, recently gave 11 acres of its Travis Heights development of 234 acres for a park playground. For every acre of land the city bought from the Stacy Realty Company at a reduced rate, Mr. Stacy, who is a member of the City Recreation Department, matched the city acre for acre. In this way the city secured 22 acres of park and playground space.

Soccer in Philadelphia.—Soccer tournaments among the recreation centers conducted by the Philadelphia Bureau of Recreation are proving very popular. More than 60 teams play every Saturday—midgets in the morning, and juniors and seniors in the afternoon. The tournaments are conducted on the double elimination plan. About 700 boys are actively interested.

Diamond Ball Popular in Grand Forks.—Diamond ball is an exceedingly popular sport among the girls and women of Grand Forks, North Dakota. There are six leagues in the Women's Red River Diamond Ball League, each team having a representative on the central council. The teams are made up of business and shop girls, young married women, students at the university and upper class girls in high school. Many social events are arranged during the year for the group and there are occasional dances, picnics and luncheons. This year's season closed with a large picnic attended not only by the members of the teams but by umpires, coaches and sponsors. On this occasion two trophies were presented—a banner to the winner and a silver sportsmanship cup to the team showing the best spirit .and finest sportsmanship during the season.

Information Service.—There are many advantages in making the office of a department of recreation an information bureau on all recreation subjects, but sometimes the problems are difficult. One director recently received a brief, business-like letter from the teacher of a one-room rural school in the vicinity. She enclosed a rough pencil sketch of the school ground containing the school building, a coal shed, two outhouses and about eight clumps of shrubbery. She offered the information that the property was 240′ by 240′ and said: "I would appreciate any suggestions you may give regarding the placing of tennis courts, basketball courts, baseball diamonds and other facilities."

We should like to know the answer of the recreation executive!

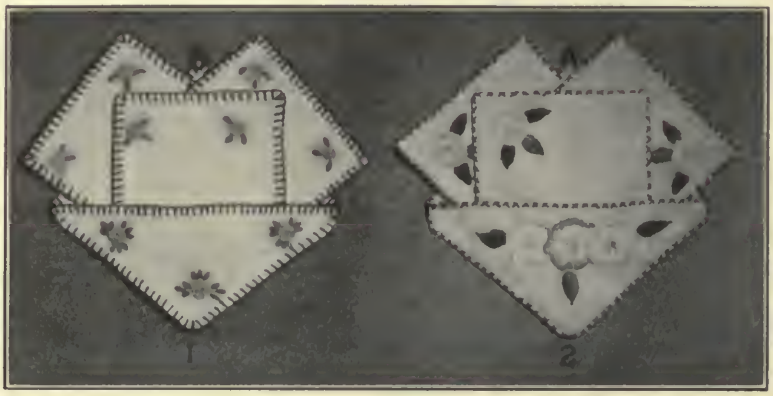
Nature Activities in Westchester County, N. Y.—A wild bee hunt was the unusual program with which the Westchester Trails Association of Westchester County, New York, began its autumn schedule of weekly outings. Bee-lining, according to A. Law Boge, scientist and nature lore scholar, who led the expedition, is an ancient sport practised by Indians and frontiersmen, which consists of locating the honey and bee tree of a swarm of wild bees and the inspection of wild bees at another bee tree. A talk on bee life followed the experiment.

The Westchester Workshop has arranged a series of Saturday field trips for Westchester children and adults interested in nature study. These will include visits to the Yonkers Museum, the Bronx Zoological Gardens, and the American Museum of Natural History.

A Nature Guide School.—The School of Education, Western Reserve University, announces that the 1931 Nature Guide School will be held in cooperation with Western Reserve Academy at Hudson, Ohio, from June 22 to July 31, 1931. Dr. William G. Vinal will be director of the School. Provision will be made this summer for the Junior Nature Guides, a group of girls between the ages of ten and eighteen who are interested in nature study. Last year students from ten states were enrolled at the School. Practical field work will be carried on at settlement camps and similar institutions. Further information may be secured from The Registrar, School of Education, 2060 Stearns Road, Cleveland, Ohio.

Camp Honors.—"If the rewards and honors are used, like scaffolding in house-building, as temporary devices to get desirable action started so that we may later remove the scaffolding and leave the house standing in its own strength, then we may say that the results are good. But the test is: Can the scaffolding be removed? Will the building stand alone? Are we in fact build-

HANDICRAFT WITH YARNS



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"We all know a scaffolding is necessary for an imposing structure, but we must be sure that we are building so well that we can take away this scaffolding after we test the strength of our house.

"The untrained leader may easily confuse values and fail to see that the rewards are good only as they make themselves unnecessary.

"The conclusion of the whole matter seems thus to be that rewards and honors must be used as temporary devices in character-building provided they are so understood and are soon discarded accordingly . . . . ."—*Dr. W. H. Kilpatrick* in *The Woman's Press.*

Camping in America.—Nearly 5,000,000 people, including 2,000,000 children, camp yearly in 24,000 American camps approved by *Camp Life,* according to its records which show that the campers spend $300,000,000 annually for food, clothing and equipment.

The Ramblers' Clubs of England.—England has its Federation of Rambling Clubs with headquarters at 7, Buckingham Palace Gardens, London, which has been in existence since 1905. An attractive handbook, published yearly, is full of information for the ramblers regarding trips, railway cheap ticket programs and recommended houses for refreshment in the home counties.

The objects of the Federation as stated in the constitution will be of interest to hiking groups in America:

(a) To maintain and preserve Ramblers' rights and privileges.
(b) To secure more favorable Railway and other travelling facilities for Members of the Clubs and Societies constituting the Federation.
(c) To endeaver to secure special facilities for visiting places of Historic Interest or Natural Beauty.
(d) To preserve the amenities of the countryside and to encourage Ramblers to observe the rights of landowners, farmers, and country residents.
(e) To compile a Register of information likely to be of service to constituent Clubs and Societies.
(f) Generally to promote and protect the interests of Ramblers.

Recreation and Mental Health.—A recent study made by a large insurance company of 25,000 cases of nervous breakdown, occurring between the ages of 40 and 50, showed that over 80 per cent lacked a normal play life in childhood. Dr. W. H. Vorbau, superintendent of the Lima, Ohio, State Hospital for the Criminal Insane, states that a study of the History of nearly all the cases, both past and present, in his institution discloses that they never played to any extent in their pre-institutional lives. He suggests the following daily schedule as one most conducive to the development and maintenance of sound mental health: eight hours work, eight hours sleep and eight hours play. The need for mentally satisfying activities to "tone up" the nervous sys-

tem is shaping and fashioning educational and recreational procedure in the United States.

Free Movies for Rural Schools.—As a part of the extension work throughout McLennan County, the Department of Recreation in Waco, Texas, is sponsoring free movies in twelve rural schools. This movement has the indorsement of the county superintendent of schools and the movies are given only to schools which request the service. A performance is given every night of the week except Sunday, each school listed having a show on alternate weeks. The program consists of an educational picture from the University of Texas, a feature, and a comedy. The attendance during the month of December was about 7,500. It is hoped through this channel to aid rural schools in becoming real community centers.

A Recreation Center in Yokohama.—One of the most interesting recreation centers in Yokohama, Japan, is the public bath house which is to be found in all sections of the city at distances of about two blocks apart. The bath consists of a large building divided into two parts—one for men and the other for women. The bathers enter, pay 10 sen (5 cents) and put their clothes in baskets. Then they take small wooden buckets and scrub themselves thoroughly before jumping into a very large wooden bath tub, 10 feet square, filled with hot water. Many bathers use the same tub or pool. By the payment of 5 sen in addition, the more luxurious may hire a back scrubber. The bath is the social meeting place, the center of gossip and world news dispenser for thousands.

Bond Issues in California.—Thousands of unemployed citizens in San Francisco, California, have been given work through the favorable action on a $2.500,000 bond issue. $1,400,000 of this will be used for parks; $900,000 for boulevards, and $200,000 for playgrounds. There will be thirteen new playgrounds for densely populated districts and improvements will be made on two existing grounds.

Early in March, the citizens of Los Angeles, California, took favorable action on a $5,000,000 unemployment relief bond issue. $1,000,000 of this amount has been allocated to the Department of Playgrounds and Recreation and unemployed men will be put to work on projects involving 17 community club houses, 5 gymnasia, 6 swimming

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pools, 3 bath houses, 10 baseball diamonds, 57 tennis courts, the lighting of a number of areas and the development of 10 unimproved playground sites. One of the largest projects will be the Olympic Swimming Stadium in Exposition Park, site of the aquatic events of the Olympic Games. The Olympic plunge will be a mammoth heated pool. Other projects will include improvements at three beaches and landscaping and new recreational features at 26 partially completed playgrounds.

Acquiring Parks and Playgrounds

(*Continued from page* 8)

development of property in the zone next removed from the park. The enforced development of the whole property as an assembled parcel would be productive of a higher net return upon the investment in the district than would the piecemeal, speculating development of the separate parcels if left to the initiative of individual owners.

Conclusion

When it becomes necessary in the replanning of our cities to create park and playground spaces, the interest of the public would be best served by the taking of a border strip of land in addition to the tract required for park purposes and by the provision that such marginal area be thereafter used for housing purposes. Such a taking can be justified either under the ordinary power of eminent domain or under the power of marginal condemnation where such right has been established. tI is therefor a public improvement, for which public funds may properly be expended. The expenditure of such funds in the consummation of a comprehensive plan of development, insures the use of the land for residential purposes, which is the best use to which it could be put. Such use also tends to stabilize the character and value of property, thereby insuring the safety of the city's investment in the park by providing a higher revenue from taxes in the district which it serves.

The logic of this reasoning is fairly clear even to the layman. Most of the conclusions can be established by expert testimony. The human element, however, projects itself so forcefully into municipal affairs that the only effective demonstration that can be made of the soundness of this theory, must come as the natural result of the consummation of a project of this character under normal conditions. After one such demonstration there should be little room for argument as to the economic merit of this procedure.

"The being and fate of our people depend less upon external factors than that we remain true to our moral traditions which have carried us through the centuries in spite of the heavy storms which broke in upon us."—*Albert Einstein.*

The Westchester Workshop

(*Continued from page* 11)

organized Westchester Arts and Crafts Guild is encouraging interest in the arts and crafts as recreational, inspirational and educational activities. The Guild holds monthly exhibits in the Workshop gallery and conducts a series of lectures.

The attendance at the Workshop for one month was 1,652. There is no age limit and in one group alone the ages range from eight years to eighty, including one family group of three generations. Many retired business men are discovering interests and hobbies, and several mothers are experiencing the joy of painting in company with growing sons and daughters.

Although the Workshop has an appropriation of funds for administration from the county, it seeks to make many of its classes self-supporting thereby affording unlimited scope for expansion.

A Fran-Edie Duplex Playhouse

(*Continued from page* 16)

two boxes. Six openings, 8 inches by 12 inches, were cut into the sides for windows. The parts that were sawed out were nailed together and put on hinges for window shutters. A door 18 inches by 40 inches opens out onto a porch which is 2 feet wide and extends the full width of the playhouse. It has a peaked roof 5½ feet high at the center made of 2 x 2's. The covering of the roof is canvas, 12 ounce United States Army standard, fastened at the center and rolls upward from the eaves on either side. The total cost including canvas, hardware, paint, and some lumber was only $12. If glazed windows are added to make it suitable for winter use approximately $5.00 would be added to the cost.

Playhouses are often built but not designed. They are usually too crude, dark and uninteresting, and do not provide adequately for necessary health and educational benefits. The Fran-Edie type of playhouse is a practical and economical solution for the problem of better playhouses for children, and it meets a real need in the well planned back yard, the recreation center of the home.

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Play and Play Material

(*Continued from page* 19)

3. A child learns through his play experiences. He will learn best if his play material challenges his developing interests. Unadjustable slides do not continue to challenge attention. After they have given a child all they can, he tries to invent new uses. He slides down backwards, on his stomach, comes up the steps backwards, etc. In recognizing behavior problems then, it is important to remember that they are often nothing more than the attempts of children to create in their environment the things that will satisfy their play needs.

Recreation for the Pre-School Child

(*Continued from page* 21)

gym, toys such as carts, kiddie kars, balls, and materials such as packing boxes, big blocks and boards which give opportunity for free use of the large muscles.

(b) Materials such as crayons and paper, paints, scissors, clay, hammers, blocks and sand, for sensori-motor experience.

(c) Materials with which they can rehearse their past experience in a dramatic fashion, such as dolls and trains, and constructive materials such as blocks are essential.

(d) One of the most important considerations governing the choice of equipment is that there must be plenty of what may be called raw material, things that can be adapted by the children to serve a variety of purposes. (Such things as blocks, boards, packing cases, and clay, paints, tools and lumber are examples.)

The report in minimum essentials also points out the importance in the program for the nursery school child of spontaneous play—play activities initiated by children and carried on by them in a social group; of storytelling; of rhythmic activities; of social responsibilities, and of experience with growing things. Social responsibilities are vital. Gradually children will be made aware of certain tasks which must be shared for the good of the group, and gradually, too, they must gain the technique of getting on with their mates with a minimum of friction.

Third Annual Institute of Progressive Education

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Mental and Social Growth and Development in Early Childhood—Dr. Andrus
The Methods and Materials in Early Childhood —Dr. Andrus
The Methods and Materials of the Fourth, Fifth, and Sixth Grades—Dr. Adelaide M. Ayer, Director of Training, State Teachers College, Milwaukee, Wisconsin
The Principles and Practices of Modern Education—Dr. Ayer
The Methods and Materials of Secondary Education—Mr. Fowler
The Personality Adjustment of School Children —Mrs. Georgia Clarke Matthaei, Psychologist of the Bronxville, N. Y., Public Schools
Diagnostic Work in Reading, Spelling, and Arithmetic—Mrs. Matthaei
Industrial Arts as a Curricular Tool, a Laboratory Course—to be selected
School Administration—W. W. Beatty, Supt. of Schools, Bronxville, N. Y.

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The fees for the courses, and for room and board are inexpensive.

For registration blank, application for room and board, copies of the Institute bulletin, and all information, write direct to Dr. Harry S. Ganders, Dean of the Teachers College, Syracuse University, Syracuse, New York.

A Family Experiment in Home Play

(*Continued from page* 23)

Cuba—corals, sponges, some scorpions and the jelly-fish known as the "Portuguese Man-of-War" found their way into the Richards' museum.

When the family moved from the city to a farm, they discovered that the neighbors were killing every snake they saw. The parents preached eloquently in favor of letting harmless snakes live. The poisonous ones were killed and skinned until an instructive display was collected. One day the youngest son brought a live snake with its head in a pair of pliers for identification. He proudly let it go on the front porch and nearly wept when his father killed it, with exclamations of horror. The snake was a good sized copperhead. After that the Richards did not plead nearly so eloquently on the snakes' behalf. This little episode told by the father and mother, both human and humorous, shows how much of trial and error there must be in all home play, and how necessary it is that parents not only have a sense of humor, but a great deal of patience and a mind open to change.

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tracted so much attention that a group of friends and neighbors requested Mrs. Richards to take their children for the summer and give them the same opportunities that she had given her own children. About a year ago Mrs. Richards opened a "Children's Summer School of Science." Here, history repeated itself. The little ones worked with paper pulp and carpentering, while the older ones learned the principles of surveying and made a contour map to scale of the hillside they surveyed. They also made simple chemical experiments, made barometers, studied pendulums and made sun-dials on a flat roof. In the form of play they learned most of the subject matter they would later cover in high school. More than that they learned of life from really living.

To convince those who are interested that home play does not require a superior amount of ingenuity and that it does pay big dividends in happiness, Mrs. Richards says: "All that we have done could be done by any group if the mothers wanted to. I cannot imagine anything that is more fun than living with one's children in this way—or anything that brings a richer reward."

Games for a Home Play Night

(*Continued from page* 26)

hand will help you balance the cup, cork and fork on the point of a pencil.

Note: This material has been selected from a bulletin issued by the Waco, Texas, Recreation Department. Many suggestions for home play will be found in a booklet, *Home Play,* published by the National Recreation Association. $.50.

Vitalized Commencements

(*Continued from page* 34)

later life; (7) by teaching good manners and by giving a general cultural trend to the entire life of the student; (8) by providing extracurriculum activities such as athletics, forensics, music, and generous use of the library.

Leisure and the Community. Here are suggestions as to how (f) may be subdivided: (1) Do the people in this community have leisure? (2) What do they do with it? (3) What could they do with it? (4) Are there sufficient leisure facilities—playgrounds, swiming pools, theaters, libraries, parks? (5) Is the community engaged in a concerted effort to make facilities available? (6) Who is working on the problem in this community? (7) Who should be?

(4) *Correlation.* This topic, and surveys and studies in connection with it, may be correlated with such subjects as the social sciences, English,

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physiology, debating, and the like. This will give the graduates a background which can be used to advantage in preparing the program.

(5) *Graduation Week Exhibit.* This could consist of posters, booklets of essays prepared by students and perhaps printed by the school's printing department, photographs of leisure facilities of the community such as parks, playfields, theaters; artists' conception of what the community might be made to look like if concerted action were taken; books on the subject which would be useful to parents and patrons; cartoons made by students.

(6) *The Printed Program.* (a) The best essays on the subject might be printed as a part of the program; (b) the paper stock and type should harmonize and contain dignity without dullness, simplicity being the goal; (c) the program might contain some bits of educational interpretation appropriate to the community; (d) it might state that the school is interested in community welfare and that it hopes by this commencement program and the studies made in preparation therefor, to make a definite contribution.

(7) *The Audience.* All parents and patrons

(*Continued on page* 55)

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Mind and Body, February 1931
- Organization and Administration of Health Education and Physical Education, by William A. Stecher

The Journal of Health and Physical Education, February 1931
- Authentic Costumes for Folk Dances, by Laura May Hill
- Every Sixth Grade Pupil a Swimmer, by C. P. L. Nichols
- Clown Tumbling Stunts, by L. L. McClow

The Journal of Health and Physical Education, March 1931
- The Game of "Squash," by Edward F. Abercrombie
- Games for Parent-Teacher Associations, by W. G. Robinson
- In Answer to "Why Cramp Competition," by Grace B. Daviess and Anne F. Hodgkins

Pacific Municipalities, February 1931
- Spare Time Rightly Used Builds Community Morale, by George W. Braden
- Future Recreation Needs of Los Angeles

Camp Life, February 1931
- Camp Waterfront Planning and Safety, by Olive McCormick
- The Imagination of Youth—Asset or Liability? by Rev. Clarence J. Harris
- Training Courses for Camp Directors and Counselors

Parks and Recreation, February 1931
- State Parks and Their Value as Character Builders, by Herbert Evison
- Houston Gets New Park and Helps Unemployment
- Duluth Park Department Aids in Unemployment Situation, by F. Rodney Paine
- Archery Popular in Nashville
- Winter Sports in Southern California, by Merrill D. Davis
- Winter Sports Events at Bear Mountain
- Summary of Municipal Parks for Recreation
- Tracks for Ice Skating

Religious Education, November 1930
- Art in Living—Editorial Comment
- Fine Arts and the Soul of America, by John J. Becker
- The Play Instinct and the Arts, by Jane Addams
- The Use of the Arts in a Citizenship Clinic, by Philip L. Seman
- Character Education Through the Drama, by Margueritte Harmon Bro
- The Significance of Drama as an Instrument of Character Enrichment, by Charlotte Chorpenning
- The Enrichment of Character Through Architecture, by Andrew L. Drummond

PAMPHLETS AND BOOKLETS

Municipal Recreation in Irvington, N. J., Annual Report 1930

Proposed Park Reservations for East Bay Cities, California

National Commission on the Enrichment of Adult Life, National Education Association, 1201 Sixteenth Street, Washington, D. C.

Report of the Superintendent of Parks and Recreation, Altoona, Pa., 1930

Report of the Board of Recreation Commissioners of Bloomfield, N. J., 1930

Montreal Parks and Playground Association—Annual Report for the Year 1930

Hamilton Playgrounds Association—Annual Report 1930

Annual Report of the Department of Parks, Playgrounds and Municipal Pools for 1930, *McKeesport, Pa.*

Annual Playground Report of the Recreation Commission of Norwalk, Conn., 1930.

Among Our Folks

Mr. W. D. Champlin, who for twenty years has served the City of Philadelphia in its recreational interests, has been appointed Chief of the Bureau of Recreation.

Oxnard, California, has recently secured a director of recreation through the appointment of James N. Parsons of Los Angeles, California.

Harry L. Allen, for many years a field representative for the National Recreation Association, has recently accepted a position as director of Community Service at Highland Park, Illinois.

B. G. Leighton has recently resigned his position as superintendent of recreation for Hibbing, Minnesota. He is succeeded by his former assistant, Jesse Portius.

Vitalized Commencements

(*Continued from page* 53)

are welcome, of course. In addition, it will pay to extend special invitations to city officials and civic leaders such as park commissioners, librarians, art patrons, and others who are in strategic positions to assist in improving the leisure life of the community.

(8) Many schools will wish to use other themes than "Wise Use of Leisure." This page is merely suggestive of how any topic decided upon may be utilized.

"The lack of adequate open spaces, of playgrounds and parks, the congestion of streets, the misery of tenement life and its repercussions upon each new generation, are an untold charge against our American life. Our cities do not produce their full contribution to the sinews of American life and national character. The moral and social issues can be solved only by a new conception of city building."—*From an address by President Hoover.*

"We tend more and more to spend our leisure on the move, like nomads; seldom in one place for five minutes without wishing to be somewhere else, a want which the waiting motor stands ready to satisfy. Our homes, in which we are supposed to rest, are in danger of becoming mere points of departure."—*L. P. Jacks, LL.D.*

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Book Reviews

PLANNING SCHOOL BUILDING PROGRAMS. N. L. Engelhardt and Fred Engelhardt. Bureau of Publications, Teachers College, Columbia University, New York. $5.00.

This volume, based on two previous studies, represents a careful treatise on an important phase of educational administration. Principles are developed and preferred practices are pointed out for the efficient organization, administration and financing of school building programs. Methods and factors in a site selection are discussed and careful attention is given the provision of play space and facilities. "Play is recognized as an essential activity of education. In fact, the health and recreational program as now incorporated in the school curriculum demands extensive play area both within the building and outside." The importance of considering city playground and recreation centers is discussed and various standards for space requirements for playgrounds and games are presented.

MUNICIPAL, SCHOOL AND UNIVERSITY STADIA. Randolph O. Huus and Dorothy I. Cline. Municipal Administration Service, 261 Broadway, New York. $.35.

The construction of the stadium involves highly technical engineering problems which should be left to the engineers who are doing the work. However, there are a number of important items which a community contemplating a stadium must consider, such as cost, type, size, use, management and financing. This study is presented with a view to providing information on these points for public and educational groups which may be planning such projects. The authors have taken into consideration a wide variety of community, social and recreational functions frequently overlooked in the construction of stadia.

CENSORSHIP OF THE THEATER AND MOVING PICTURES. Selected articles compiled by Lamar T. Beman, A.M., L.L.B. The H. W. Wilson Company, New York. $2.40.

This compilation of articles consists of two sections each containing briefs, bibliography, and selected articles, the first on the moving pictures and the second on the theater. In addition to discussing the moral aspect of the question, the volume attempts to throw light on some of the problems of the life of the theater. Diverse views are presented as to the effect of censorship on the legitimate stage and on the cinema, especially the newly developed talking pictures.

CHILD HEALTH. Mrs. Norma Selbert, M.A. W. B. Saunders Company, Philadelphia. Pennsylvania. $1.60.

Mrs. Selbert's book is the outgrowth of her work in teaching the subject to classes in child care and adult education. The volume is a digest of present day knowledge of the child, his care, and the preservation of his health. A chapter entitled *The Youth's Leisure Time* deals with camp life and health.

ARE YOU TRAINING YOUR CHILD TO BE HAPPY? Lesson Material in Child Management. Children's Bureau. United States Department of Labor. Government Printing Office, Washington, D. C. $.10.

A series of twelve lessons prepared from a manuscript by Blanche C. Weill, formerly psychologist with Dr. D. A. Thom, director of the habit clinics of Boston, who has approved the lessons. One lesson has to do with the right kind of playthings.

ATHLETIC ALMANAC. Amateur Athletic Union of the United States, Spalding's Athletic Library, No. 1x. $.35.

The championships reported from European countries will be of special interest at this time when the United States is looking forward to acting as host at the Olympic Games in 1932. American records and championships form a large section of the booklet.

OUTDOOR BASEBALL. Spalding's Athletic Library. No. 121R. $.25.

This booklet contains the Official Baseball Guide for 1931 of the National Section on Women's Athletics of the American Physical Education Association. In addition to the rules there are a number of articles on various phases.

CHARACTERISTIC RHYTHMS FOR CHILDREN. A. S. Barnes and Co., New York. $.80. Anna M. R. Schmidt is responsible for the music, Dudley Ashton, B.S., who reports the experiment, for the rhythm suggestions.

The book, however, is *for* children *by* children. Each time a group of children from the kindergarten, first, second and third grades came to the gymnasium, Miss Schmidt and Mr. Ashton held a round table discussion concerning the children's varied activities throughout the school and at home. From these informal talks grew suggestions for rhythms. The children were always given an opportunity to demonstrate the movement which they felt fitted the idea. The compilers took their rhythm as a basis for the creation of the music.

GAMES TO PLAY IN THE SNOW. Elma Rood. Child Health Division, Children's Fund of Michigan, Detroit, Michigan. $.04.

This delightfully illustrated booklet contains directions for playing sixteen snow games. These games are adapted from the original sources for use of children in rural schools. Through the courtesy of the Children's Fund of Michigan, the pamphlet is being made available at cost price.

THE HAPPY PARTY BOOK. Ethel Owen. The Abingdon Press, New York. $1.00.

Here are definite programs for ten parties, each of them offering some novel feature and supplying information as well as recreation. Many illustrations carry the spirit of good times which pervades the book.

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Leisure

Leisure for everybody, a condition that we in America are now approaching, is a new thing under the sun—the most revolutionary thing that ever happened. It means the coming of something unheard of in all history —the opportunity for every man to live.

Man is a stranger in the modern world. An outdoor animal by nature, he is locked in factories and in crowded cities; an artist, a thinker, an inventor he is tied to the fool-proof machines. It is seldom and only by great good fortune that he finds in our industrial world an outlet for his adventurous and creative spirit. We are all victims of disappointed instinct—homesick for something for which nature fashioned us which we have left behind, for something dreamed of that we have not attained.

There is nothing new in this condition. Through all the centuries that history records, freedom to live has been a privilege of the very few. Ancient civilization, with its marvelous freeing of man's soul in art and science, was built on slavery. Life in the Middle Ages was for the noble, to whom were reserved the arts of war and government and of the chase. Life-precluding toil was for the serf. Always, in organized society, the great mass has labored that the few might live.

In modern times these conditions, legally speaking, have been changed; serfdom and slavery in a political sense have been abolished. But the thing itself—denial of the right to live—persists. Life has still been the monopoly of the very few.

But now the incredible thing has happened. By great good fortune—by accident so far as we are concerned and not by our design—this gift is brought to us, the gift of universal leisure, unprecedented since the fall of man. It is a magic gift. The goddess hands it to us with a smile, knowing its portentous possibilities for good or ill according to the use we make of it. Here is our chance—the most extraordinary ever granted to a nation—bearing the heaviest responsibility. We may employ it in revisiting, in the woods, and by the streams, and at the playing fields, the ancient sources of our strength and may seek in the pursuit of beauty and of understanding, our great inheritance; or we may spend the gift in the frenzied seeking of sensation and in barren pleasures. We may choose the path of life or pass it by.

JOSEPH LEE.

Recreation Movement Celebrates Birthday

Reading from left to right: Otto T. Mallery, President of Philadelphia Playground Association; Mrs. Charles D. Lanier, Greenwich, Conn.; F. S. Titsworth, Attorney, New York City; Gustavus T. Kirby, President of Public Schools Athletic League, New York City; Joseph Lee, Boston, President of the Association; President Hoover; H. S. Braucher, Secretary of the Association; Carl E. Milliken, Former Governor of Maine; Mrs. Arthur E. Cummer, Jacksonville, Florida; Austin E. Griffiths, Former Justice of the Superior Court, Seattle, Washington; Mrs. Edward W. Biddle, Carlisle, Pa.; J. C. Walsh, Publisher, New York City; Wm. C. Butterworth, President Chamber of Commerce of the United States.

Twenty-Fifth Anniversary Meeting
Board of Directors National Recreation Association
The White House, Washington, D. C.
April 13, 1931

I AM glad to welcome the directors of the National Recreation Association at the White House on this occasion. The Association was organized at the White House twenty-five years ago, and it is a most fitting place for your twenty-fifth anniversary meeting.

"I have followed the work of the Association for many years. It has taken a most significant and a magnificent part in the whole recreational development of the country. Its work today is of increasing importance because of the growing congestion of cities, on one hand, and the increasing leisure of our people, on the other. The whole recreational movement is one not only vital to public health, but it is vital to public welfare. The growing congestion of the cities presents constantly new problems of physical and moral and mental training of children, on one hand, and the growing leisure by shortened hours of labor presents increasing problems in provision of opportunity for proper use of increasing leisure for adults. Many less problems in government arise which concern people while they are at work than while they are at leisure. They do not often go to jail for activities when they are on their jobs. Most of our problems arise when the people are off of the job. Every progress in constructive recreation for leisure time not only improves health, but also morals.

"The Federal government, during the period of the Association's activities and to a considerable degree due to the efforts of the Association, has developed in itself a great number of recreational activities. I assume that the growth of social aspects of government will increase the interest of the government in recreational questions, and we need the assistance of the Association in directing these policies. If there is anything that we can do to cooperate with the Association in any direction you will find a most hearty welcome to the views of the Association in every section of the government.

"I wish to express to you the most profound admiration that I hold for the work of the Association and to extend to you my best wishes for its further development."—Herbert Hoover,

President of the United States

The White House Anniversary Meeting

ON April 13, twenty-five years and a day after the founding of the Playground Association of America, the board of directors of the National Recreation Association met for three hours in the historic cabinet room of the White House. With obvious warmth and enthusiasm, President Hoover addressed them with the notable statement printed on the opposite page. The President's address and the board's meeting in the White House practically duplicated a scene on April 12, 1906, when the founders of the association held one of their organization meetings in the same spot on the invitation of President Theodore Roosevelt.

The anniversary program included a review of the association's work and the progress of public recreation within the past twenty-five years, a discussion of present day needs in recreation in America, and the laying of plans for service during the next twenty-five years. Brief addresses by Secretary Adams of the Navy Department, Secretary Wilbur of the Department of the Interior, and F. Trubee Davison, Assistant Secretary of War for Aeronautics, representing the War Department, appreciatively related the services of the association to the national government.

After President Hoover's address which took place immediately after the group assembled, Joseph Lee, president of the association since 1910, briefly reviewed the early days of the organization, and pointed out the immense opportunity facing public recreation today. In part he said, "Leisure for everybody, a condition we in America are now approaching, is the most extraordinary chance ever granted to a nation. It means the coming of something unheard of in all history—the opportunity for every man to live."

The progressive shortening of the weekly work period has afforded workers more free time, stated Dr. John H. Finley, associate editor of the *New York Times,* listing changes in contemporary life which are affecting recreation. "There is less labor on the farm and more work in the factory. With the rapidly increasing use of machinery, less of the worker goes into his work, but there is greater nervous tension and more need for recreational release. . . . Daylight saving in our cities has made it easier for workers to take time for recreation." He pointed to a greater modern need of good sportsmanship, because of "the tremendous power which is now being put into men's hands not only mechanically but also in the way of control over the destinies of their fellow men."

Contrasting conditions in 1906 when the association was founded with those of today, Otto Mallery said that the play of the child of 1906 was tolerated rather than encouraged. "It is now recognized as a municipal responsibility," he stated, and cited the case of Philadelphia which he said, "Has one hundred more playgrounds and spends half a million dollars more per year for play and recreation than it did twenty-five years ago."

National Endowment Needed

William C. Butterworth, president of the Chamber of Commerce of the United States, presented a number of resolutions passed by the board. The principal one, calling attention to the huge annual crime bill of the United States, the increase of diseases of the heart and nervous system under the strain of modern life, the mounting burden of insanity, the numbers of children killed each year by automobiles on the streets and highways, the annual toll of juvenile delinquency and the health needs of American childhood reported at the recent White House Conference on Child Health and Protection, reaffirmed a previous resolution of the association voicing the need of "a foundation or limited period endowment of not less than $10,000,000.00 for the National Recreation Movement."

Robert Lassiter, of Charlotte, N. C., whose paper was submitted in his absence, seconded the need for endowments to permit research in the field of recreation. "If there is any subject which it is important for men to know about," he stated, "it is recreational living, what activities have been found really to give permanent satisfaction."

The association's services to the War, Navy, Labor, and Agricultural Departments of the national government were pointed out by Gustavus T. Kirby, treasurer of the association. "The association is giving the personal service of field workers to more than 400 local and municipal governments," he said, also citing its cooperation with thirty-five state departments of education in physical education and the extensive rural training courses. J. C. Walsh declared that the field work-

(*Continued on page* 98)

Trends in Recreation Service

By V. K. Brown

Superintendent Playgrounds and Sports
South Park System, Chicago

Beyond the old objectives of health and safety, recreation service has set new goals for human expression.

Courtesy Recreation Department, East Orange, N. J.

Baseball is a hardy annual flourishing on playgrounds

TRENDS, like larger patterns in a landscape, are distinguishable only from a remote point of view. Attempting to review trends of today is necessarily, therefore, a venture in detachment, in boarding an airplane, figuratively, and surveying the familiar from a distance. In that venture one person's views are worth no more than another's. If your observations differ, I have no quarrel with you. My father often remarked that I was always positive, and sometimes right. Here I may not be right at all, and I am moved to appear positive only because in our work, long experience in visualizing the events we plan, and checking the fore-visioned against the later actual, lends training to our imaginations. That alone gives me assurance in undertaking, now, an appraisal which might be done with confidence only fifty years hence.

For youthful trends, not ancient and mediaeval, but modern trends, are an aloof lot. They do not welcome intimates. In their declining years they may acknowledge bowing acquaintance with historians; but no ordinary person ever gets on terms of familiarity with them until after they have been gathered to their rewards. In their active careers there's a divinity that hedges them about with majesty. They break a path across our effort, scorn alike our purposes and our dignities, trample our idols, and haughtily refuse to entertain protest. Looking on King Tut today, the lowliest can say in an offhand, intimate way, "Ah, there. How's things, Old Top?" But could he have done so during Tut's reign? I think it doubtful.

A Series of Trends

Assuming such a nonchalant attitude, however, as if on terms of easy familiarity with every trend extant today, even at the risk of lese majeste, the first one that claims attention, to my own way of thinking, is the trend toward studious experimenting in recreation service. We are attempting what might almost be called a research attack, working out techniques of control and trying to assay results, in most of the major systems of recreation service, and in many of the minor systems, to a degree unforeseeable a few years back. I think it distinctly a sign of the times in our work.

Of course, that attitude had its causes. It does not stand alone. It harks back to a parent, and that to another antecedent tendency, in turn, for trends have ancestors. Its most immediate forerunner is the trend toward more refined and better adjusted technique in the attack on our problems in general. Broadly stated, it is the purpose to achieve better workmanship, all round, with better trained personnel, more attention to considerations of culture and the establishment of backgrounds, better artistry. I think

that an unmistakable present trend, the one which fathered the study phase.

That trend, too, follows from a cause. Its parent, in turn, is the trend toward a more comprehensive program, designed to serve all sorts of people in our communities—to encompass every recreational interest insofar as possible. Program building has become of vital importance. Once haphazard, it has become precise; restricted at first, it has been reaching toward inclusiveness. To include all sorts of specialization, it led naturally to the mastery of techniques, and the abandonment of superficial and smattering knowledge of the various subjects of interest.

Again, this trend traces its origin to a forerunner, and that, I think, is the trend toward more clearly defined objectives.

Finally, the trend in our objectives descended from a still earlier trend in the philosophy of the whole recreation movement, to bring it down to practical terms and every-day applications, to serve the needs of present life.

Discussing these trends, it is better to start with the more fundamental, working toward the particular. I shall therefore elaborate on them in reverse order from that in which I have listed them here.

The Trend in Our Philosophy

Our concepts in the field of recreation have been maturing. We were rather naive at first, thinking a mineral spring the fountain of youth. Romantic optimism prevailed not alone in the field of recreation, a quarter century ago. The critical attitude, in faith and statecraft, education and sociology, has greatly grown in our time. When Jacob Riis inspected the ten new community centers of the South Park System, here in Chicago, in 1905, his eyes glowed at gymnasiums, swimming pools, halls, and acres of playfields surrounding each group of buildings. "Now," the eastern humanitarian exclaimed, "now I'm ready to die!" Here at last was magic. Here community life would be vitalized, ennobled, by an uplift emanating from the people themselves. Here was the answer, the Doorway to Millennium. Not into ploughshares were swords reshaped, but into machinery to do our work for us. Conflict was ended, and labor.

In the first glow of those early enthusiasms we all felt much the same confidence that in the community center we had invented an automatic device to shape individual and social destinies. Well, the years have brought us disillusionment —and wisdom. We now know that man is made for pursuit, and has still a long preparation to undergo before he can be trusted with fulfillment. We realize that he needs struggle, a taste of triumph, and then struggle again. And for ourselves we want tools, yes, but tools which demand work on our part to make them function; we ask the boon not of watching idly while mechanisms perform our tasks for us, but rather of laboring till the work of our hands, taking form from the thing we planned, be at last established, and we experience the satisfaction that creators have always known since the Divine Creator, completing the orderly universe, looked it over, and called it good—and turned to work again!

This change in viewpoint literally saved our souls, I believe. We were all evangelists of a new order, in those early days, possibly dubious about the new heaven, but confidently announcing the new earth. Old things were passed away. Perhaps it was fortunate, that apocalyptic ecstasy. The movement needed evangelists then; fervor was necessary, and faith, till results appeared. But it was our salvation that when they did appear we had progressed toward critical-mindedness. There were results, not universally lest we become complacent, but often enough to encourage, and still to challenge us—to demand that we master the how and the why, to be able to make them more general. By that process we came to the hidden and deeper values, and so our concepts grew.

Recreation leaders today are trained for thought as well as activity. Above is the 1931 class of the National Recreation School, which has prepared 137 college graduates for recreation work since it opened in 1926 for one-year graduate courses.

For we have grown more studious; we take our job more seriously. At that early day we heard constantly about the "Play Spirit." Recent conferences have not employed the term. We were exhorted to cultivate a joyousness of behavior—a terrible task for those of us with stern New England ancestry—to affect spontaneous sprightliness of demeanor. Obediently we were grimly gleeful. We bear scars yet to witness how we suffered in some of those first orgies of unconfined joy. But we have changed that now to a purpose only to promote naturalness and sincerity in self-expression. I think we antedated the psychiatrists in recognizing the inner drives toward self-expression, and in realizing its importance to personality development, to mental, and even spiritual hygiene. On closer acquaintance with the stiffness and restraint which even then we recognized as the ghost at every banquet, we sensed that it was an inhibition. Not using that word, of course. The term was not epidemic yet, as it has since become.

We saw, too, that it was of the family of other inhibitions, that its cousins and aunts were equally kill-joys, although their specialties might be to gibber at us on other occasions. By degrees we came to sympathize with the universal passion for release, for freedom. Of late there has even come about an actual tolerance of those of us who are by nature solemn. I don't say that we are sought out and cultivated, but I insist that we at least are no longer coerced into proclaiming "I'm a little prairie flower" when all of our cravings are to remain violets by mossy stones. Oh, the evidences of this particular trend are all about us.

Reasonably early, then, we came to the conclusion that everyone is entitled to his own personality, that he has probably done something to earn it. And the whole of our thinking and subsequent doing has been profoundly influenced by that fundamental concept. It was a fertile trend, a parent trend. It has a numerous progeny.

The Trend in Our Objectives

One of them has changed our purposes—"switched goals on us." It made us scrap our moulds and dies, discard our passion for a ready-made humanity, and concede, a grudging bit at first, but gradually more and more, to the discriminating who want custom-built personalities. Our jobs at once became more involved, which was painful enough until we found them, by that much, more interesting. Up to that time we had thought in terms of health, and relaxation, and safety. Wholesomeness had been our watchword, escape from the perils of back-lot or alley, exercise wisely administered, sociability under safeguards, release from tensions of the working day, playing in imitation of life anticipating real

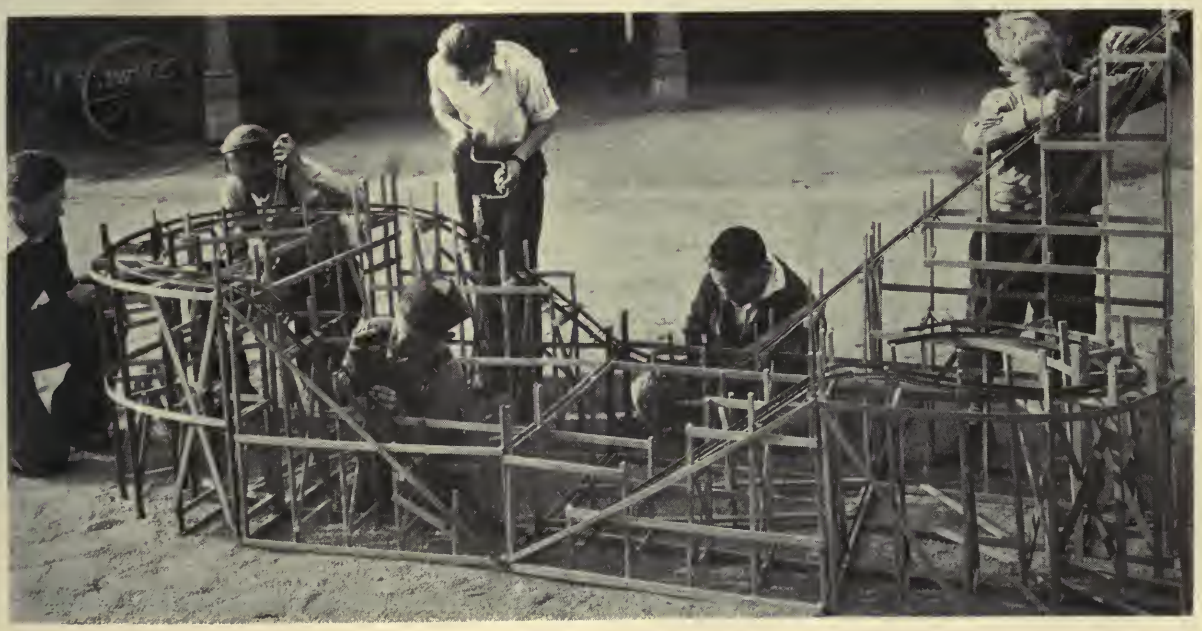
life; these were our early purposes. But there has been a trend toward an enlargement, or shall we say a deepening, of these objectives, as we saw our way more clearly. Health came to new meanings, not merely bodily vigor, muscular coordinations, organic functioning; it took on in addition something of the significance the mental hygiene people now attach to it, the serenities based on a consciousness of balanced living, the confidence in one's capacities to do, or to become, the self respect arising from recognized accomplishment.

We discovered, early, the widespread desire to win applause and social approval; even yet we are more aware than any other group I know about, —educators, psychiatrists, psychologists,—of the tremendous part which the pursuit of status, among one's fellows, plays in life. And we were, I think, among the first to observe how ambitions discipline people, how the athlete, or artist, or aspirant in any other field, voluntarily adopts spartan regimes, controls appetite and impulse, regulates his life, to make everything contribute to his progress toward the chosen end or goal. Certainly we have long differentiated between this sort of discipline, self-imposed and self-chosen discipline, and those disciplines inflicted upon an unwilling victim of a poverty stricken social state where want of freedom, of time, or of means, leads not into temptation. And observing that our ills, personal misadventure, social misdirection, and international tragedy, alike, have their origin not so often in human ignorance as in human weakness, that impulse rather than faulty reasoning leads us astray, we have recently come to insist that any attempt to parallel in education the accepted culture of the intellect with a corresponding culture of the emotions will find probably its most immediate avenue for practical attack upon the problems involved in the enthusiasms and ideals, the drives and urges, of the leisure hour and its pursuits.

New Objectives Prevalent

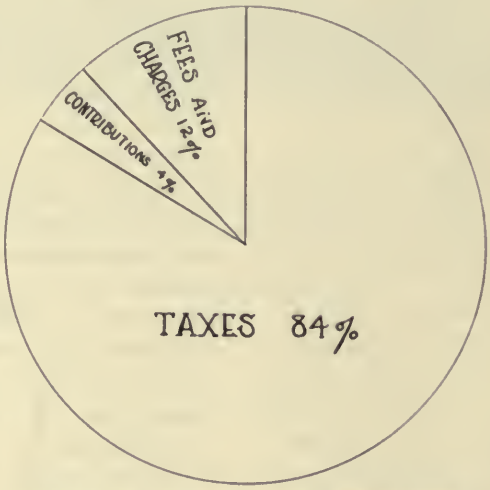
Our objectives are moving over into new ground. Where we once were content to issue medals of award for signal accomplishment, and to consider victory a sufficient end in itself, in view of the striving and the sacrifice which made the victory possible, now, we are concerned far more with the spiritual significances of that victory to the victor himself, to the steadying fact it represents to him—the fact, however later life may buffet him, that once at least, in a contest where he threw his whole self into the issue, in spite of opposition, fatigue, and difficulty, he fought through to triumph, and stood at the end unconquered and unconquerable. Long ago, we passed the point where we were interested exclusively in what people do in recreation; the trend is now to consider, as more vital, rather what the thing done itself does, in turn, to the doer of it.

This miniature scenic railway built and electrified by Los Angeles playground boys was a test of skills and ingenuity



The Trend in Our Program

Our programs reflected this concept, at once. We must attempt comprehensiveness. Keeping children busy no longer satisfied us. Busy at what? And to what ends? True, they were safer when busy; but was that two-per-cent yield a sufficient one on our investment? Did it represent a close enough approximation of the maximum possible return? We saw lives re-patterned, all about us, by the passion to achieve masteries. We watched gangs disintegrate as their mothering, protective adequacies were no longer needed when personal adequacies were attained—or were even held out as attainable. We saw their membership re-grouped about the magnetizing core of a common pursuit. One member might attach himself to the swimming fraternity, another was attracted to track athletics, a third to a model airplane group. They had begun to find themselves; real distinction appealed more strongly than the pseudo-distinction of the gang association, where, actual personality denied, they had been seeking a substitute, as close as possible, to the more desirable personal distinction, in group distinction. We saw personal confidence gained. And it occurred to us, overwhelming us at first, that in implanting and nurturing ambitions toward personal achievement we were contacting the very soul of life itself, coming as close to sacred ground as one ever comes, in dealing with the inner life of another. For we were serving only the hungers of men. Forced to school, impelled to church, tied to their families, they escaped to the recreation center. To us they came by choice; ours was the institution of freedom. The thing they did in our buildings was the thing desired. And if we could harness that desire, capture the energies of that lightning flash of choice, what wheels might we not set turning?



Eighty-four per cent of the 1929 expenditure for public recreation was tax funds

How to attract them? Most of the world's thinking comes from books. But the literature of our subject has been slow in arriving. What there was of it was helpful. Joseph Lee was thinking clearly; Jane Addams penetrated to the very heart of youth. But we were without many books, and so we turned, for the most part, to life. And life revealed itself—its desires and its darings. Youth? The books are still discussing its sex and its morals. But in life—ah, that's different! Youth, in our time, has flung itself, fittingly, in the freedom of the skies, across oceans, and above the poles, and after throwing its gauntlet in the face of death itself, has come back like an eagle to a dove-cote with never a word about "fluttering the Voltians in Corioli!" The damning thing about our books is how little they know of life. We elders sit by the fire and write them, and flowing to their pages is the weariness that has scored so deep in us, a weariness that makes us forget how even we once demanded combat and conquest, a bitter battle, after a worthy challenge, and only a vision of triumph in the end.

Learning from life, we first thought in terms of "types" — the "physical type," the "aesthetic type," the "social or gregarious type," the "creative type." It was great while it lasted. We merely pigeonholed our fellows, only to observe that the stubborn creatures wouldn't stay catalogued. They tumbled out into all sorts of impossible re-assemblings, at the slightest jostle. In the end we achieved one thing, at least—a new and man-sized respect for the infinite variety of motives and interests which drive even the humblest of our fellows. And as purveyors to their demands, we were pushed from physical play into sports and competition, and then into social recreation, creative handcraft, and the arts; and the end of the broadening program is not even in sight.

Enter the "Taxpayer." He read our advertisements, listened to our bally-hoo, took us at our word, and wanted to know, if some were given golf, why he was denied a casting pool? If baseball was recognized, were we so blind as to overlook the superiorities of cricket? The loyalties of men to the sport of their devotion—a wonderful set of loyalties they are. They go beyond our present soundings and have pos-

sibilities we haven't yet started to explore, much less to exploit. Passionate devotion to the arts, the fierce espousal of the traditions and the codes of the thousand things to which people give their lives when in their leisure hours they really assume the captaincy of their souls,—who can deny such ardent championing? We are launched on a course which makes human cravings articulate. Our assumption of leadership, our profession of service, have taught them where to come. And, they are coming to audience. It has scarcely started, but the things men long to do have utterance, after all the centuries of silence. He would be presumptuous who dared say what will come of it.

But the trend is manifestly toward a more inclusive program.

The Trend in Our Technique

Programs, however, to throw a spark, must, like a dynamo, be operated. They profit us nothing otherwise. We soon saw also that events do not constitute a service. Playing football by no means indicates that the player is getting out of the game the things there, to be incorporated in him, if made available. And preaching them to the player is not an efficient process of getting them into the fibre and stuff that makes up himself. That is where the personal work of the coach comes into play; his personality projecting itself into the player, his guidance, the long grind of practice, the routining of life and impulse, the discipline voluntarily adhered to and continued, bearing a hopeful heart in defeat and a modest one in victory—these are the annealing processes which in the fulness of time burn out the carbons and make a tempered product. These became our task to engineer.

Because the heart of youth is contentious, we employed from the first, competition. But competition merely looses the whirlwind, unless controlled. We had early to set ourselves the long art of learning its control. The vehicles of control are still in the making, merit systems of scoring the three-part contract of the contender—that with his playing skill which demands that he do his utmost to win; that with his opponent that he win in manly fashion stooping to no unworthy or unfair method in winning; and that with his followers that he accept the social obligations implied in his schedule to appear, at a certain place, at a certain hour, fit and attuned to give his utmost. These have been, and still are, matter for experiment, in treatment. There was also the problem of so organizing competition that it does not elevate only those already most proficient and dishearten the beginning aspirant for success. Lately, splitting sports into their constituent skills, and affording tests of those elements in the all round ability, we have been making progress in passing distinction around a constantly enlarging circle. We have also made progress in lending equal dignity to achievement in some of the less spectacular sports; crediting achievement in all the programmed competition to the institution represented, and carrying through the year a sustained competition thereby, we are making the prominent athlete lend the support of his encouragement and the backing of his prestige to the contender who is a team mate in effect, although, engaging in some minor activity on which the athlete might otherwise look with contempt as being worthy the attention of a soft and degenerate individual only. This technique has actually brought recognized champions in some of the most vigorous sports out to cheer on their playground representatives even in so effeminate an event as a kite tournament.

We do it because kite flying to the one whose heart is in it may be, for him, an avenue, to we know not what ultimate goals. Thomas Edison, the man, was once Tommy Edison, the lad.

"Life challenges us in different ways, but challenge us it does, and individually"

Courtesy Los Angeles Playground and Recreation Dept.

Something started him toward a distant horizon. We do not know yet the import of boyhood's earliest strivings. Travelling overseas with America's Olympic Team in 1928, I asked our team members whether any of their present eminence, each in his chosen specialty, traced back to a boyhood interest. Many thought not, at first, but going deeper into the coordinations which, perfected, had made them the nation's most skilled representatives, each at last harked back to something which he felt might have laid a foundation, at least, for his proficiencies.

Ours must be the technique which makes art possible for the one whose hungers demand art under penalty of a thwarted and unhappy life. And we must lead him into the fullness of art under the widest possible horizons, where he can be pointed toward its loftiest distant peaks, if the urge in him be so insistent that he must obey the call to go there, or permit his soul to die. It is of no significance to us whether that art be music, or drama, literature, sculpture, architecture—if voices in the night are urging him toward it, and other concerns in the day occupy his hours, then in the hours when he is free our problem is to help him. To one the call may summon toward the physical perfections of an ancient statue, to another it may indicate that an engine to do his will lies concealed in bits of wood and fragments of metal and he must hew it out and give it being. Life challenges us in different ways, but challenge us it does, and individually.

And ours is the province of encouraging response to those challenges, each in his own voice and manner. That is why we are insisting on broader culture and greater spread of appreciation, in our personnel, as well as upon better methods. The absence of standardized methods as yet is the best proof that we are working on this problem of technique. It shows that there is a trend toward refining of it to which we are all responding. Each system of recreation is pioneering in its own way, with its own means; the time for assembling and synthesizing into a standardized procedure is not yet; I trust we will not atempt that for years to come. There is still so much to learn, so much to create, that we must not trust our present views for a long time yet. Meantime, we are started, and I have no fear that we will not be kept busy.

On the new trend toward scientific research, public recreation has barely embarked. But play leaders are increasingly conscious of their need not only for accurate studies, but for critical attitudes.

The Trend in Our Studies

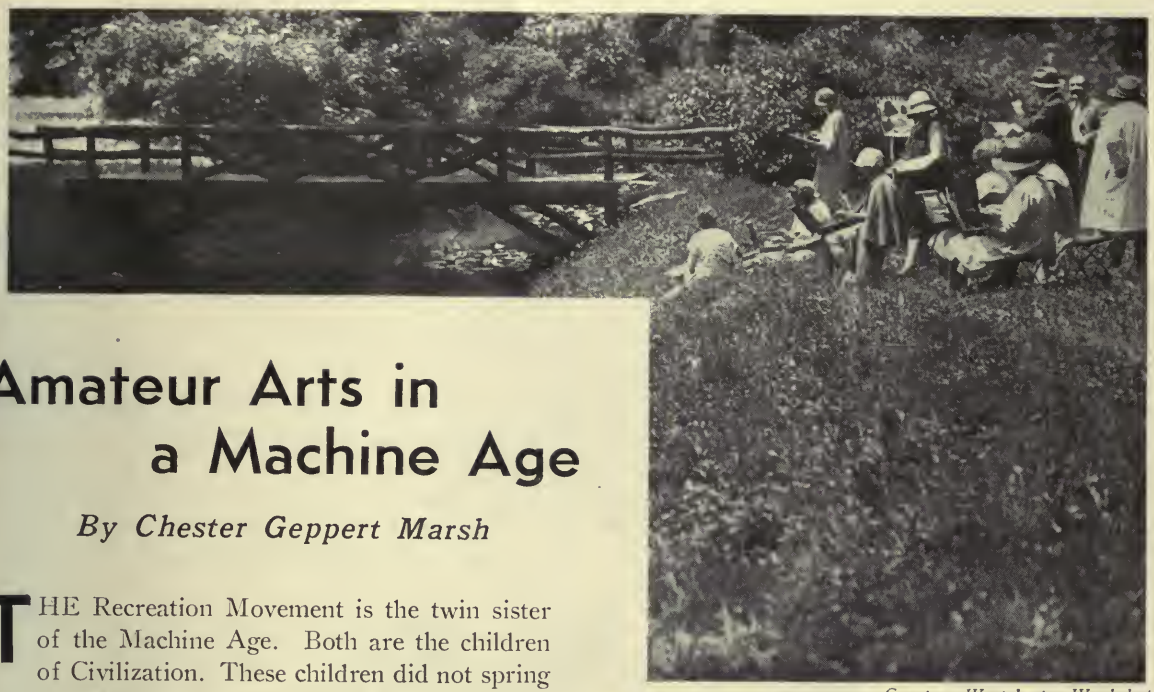
Research was a word almost never heard in our early gatherings. It is always with us now. And we are learning what it means. Our early inquiries as this trend got under way were of significance only as they indicated a new turn of mind in our attitude toward our job. They lacked everything, in precision, in method, in scientific objectivity, which they should have to justify themselves, or make their findings tenable even as hypotheses. We started with an inundation of questionnaires, and then we tried roughly to introduce the principle of experiment with control groups. We wanted mass studies, and thought if the procedure be clear enough that anyone might assemble the findings, and they would have a constant value. We went into preferences in activities, into memory of movies, into reading, and a number of other subjects, trying to trace curves and draw deductions from them.

And we have learned things—if only what real research means. I know of no system as yet which has a real research department, but there are several which are seriously considering the matter. Here in the South Parks we have several matters in mind—an experimental attempt with the University and its advice, to see what can be done with the recreation attack on some of the problems of the pre-school child, for one.

In purely physical measurement and observation we have fared better, largely because it is an easier field in which to set up criteria and processes.

But it is significant that we are keeping pace with the thought in older and better organized fields. The recent White House Conference, in each of its sections, came back over and over to the need for fact, determined by research. Our profession feels the same need. And any group is safer if it has deeply bedded in consciousness a studious attitude.

We trusted our feelings almost exclusively, a few years ago. Our work appealed to our emotions. Doubtless it does so still. But we are newly, and increasingly, conscious of our need of critical attitudes; we do not still consider the most extravagant declaimer the best friend of the recreation movement. In that we feel that we have made a gain of definite importance.



Courtesy Westchester Workshop

Park landscapes invite Westchester County's amateur sketch groups

Amateur Arts in a Machine Age

By Chester Geppert Marsh

THE Recreation Movement is the twin sister of the Machine Age. Both are the children of Civilization. These children did not spring to life, Minerva-like, from the brain of their mighty parent, but, lusty and strong, they grew and developed from a twin babyhood of steam engines, electric lights and sand lot playgrounds to the present day of radios, aeroplanes, factories, electrically equipped homes and a consequent leisure filled with myriad interests planned and organized by trained recreation leaders.

Most encouraging is the readiness with which these leaders seize upon the problems presented to them by machine made leisure. They are sometimes slow to grasp the significance of the problems and sometimes they fail to realize the presence of the problems, but once realized, the fervor with which they strive to meet them is only equalled by the warm, human response of an eager public.

Twenty years ago we saw children deprived of play space—shady yards, barns, carriage houses, lazy streets, flowing gutters—the Recreation Movement in those days meant children's playgrounds. Later, we saw adolescent youth deprived of grassy ball fields, old swimming holes, romantic front porches, grape arbors and home parties. To playgrounds, therefore, were added athletic fields, swimming pools, and community houses.

Today, we find ourselves faced with adult leisure, adult hunger for interests—deep human interests that motivate daily life and make that life richer and fuller. No longer does the home provide opportunity for creative endeavor and physical activity. The homely chores have vanished. We should not mourn them. We should rejoice that the pump, the woodshed, oil lamps, bread baking, buttonholes, and hitching Old Dobbin to the chaise no longer claim our time, energy and interest. Machinery, thank Heaven, has released us from these enforced activities and given us time to develop interests that we may freely choose.

As soon as we realize this, as soon as we accept the fact that we do have leisure for the things we really want to do, as soon as we understand that we do not have to keep up with the revolutions of the wheels and that we are actually free to choose our interests—then we have taken the first step toward the great and, I believe, imminent American Renaissance.

The problem of the new adult leisure gives to recreation leaders the greatest challenge of their careers. Their vision must not be limited since there is no limit to the possibilities before them. They must keep up with the demands and needs of a public whose discrimination is educated and refined by the radio and the silver screen. This public is no longer satisfied with watching life. It wants to live. It has an insatiable curiosity about everything—an eager desire to try everything. This public is no longer satisfied with

baseball bats, golf clubs, and swimming suits. It has tried all of these, found them satisfactory, but not wholly satisfying. It now wants musical instruments, paint brushes, wet clay, writing materials, stages and appreciative audiences.

Music, drama and the arts are occupying an ever increasing place in the recreation program. This is as it should be. These are interests that last as long as life lasts. They are limitless, developmental, and satisfying.

During the past ten years, recreation commissions in all parts of the United States have organized choral groups, orchestras, bands, concerts and music festivals. In Westchester County, the annual Music Festival is not a single sporadic event. Each festival is the culmination of a year's intense activity—the result of the combined efforts of twenty-three different community choral groups. These groups enjoy the rehearsals not only of the festival music but weekly rehearsals of from three to four local concerts each. Thus in one county alone, the adult participation in musical events, including the Negro Spiritual Singers, numbers several thousand singers and more than a hundred concerts.

A modern world still hears the pipes of make-believe.

Courtesy Playground Commission, San Francisco, Calif.

Community drama and the Little Theatre movement have not only provided rich, vital interests to adults—they have had a very definite effect upon the quality of play produced by the commercial theatre. It has been noticeable that during the past three years, the long run plays on Broadway have been those that were wholesome and human.

The drama opens many doors to recreational interests. Acting, producing, play reading, play writing, stage setting, costume design, lighting, tournaments, and best of all, group companionship and common interests.

The graphic arts have but lately been accorded a place in the recreation program. For some years handicraft has been taught on the playgrounds but arts and crafts for adults is an innovation of the past three years. Westchester County has been making an experiment in this field known as the Westchester Workshop. Divided into three departments, the Workshop offers opportunity for creative activity and research in the crafts, the arts and in nature study.

The response to this experiment has proved the need. In the six months of the Workshop's existence, the monthly attendance has grown to 1800 and is steadily increasing. Inquiries and requests pour in daily and it is impossible for the small staff to meet the demands made upon it.

Schools, both private and public, organization leaders, men's and women's clubs are making use of the Workshop classes. These classes are attended by business men, tired and retired, shop girls, clerks, industrial workers, housewives who are tired of bridge, mothers who studied art in their youth and "haven't touched a brush since the children came," school teachers and professional men and women.

The classes are conducted on a purely recreational basis, to encourage the joy of creative activity. The leaders are not so much interested in the thing created as they are in the person creating. There are all day sketching trips, exhibits, classes in painting, design, cartooning, in weaving, leather tooling, bookbinding, wood carving, metal craft, jewelry making, chair caning, basketry, batik and other crafts. In nature study, there are field trips, lectures, camera clubs, classes in map making, exhibits, and even

(*Continued on page* 102)

Growing Importance of Recreation in City Planning

Courtesy Radburn Association, Radburn, N. J.

A successful park and playground system must relate to the city plan, says Mr. Nolen, a pioneer in designing neighborhoods that provide attractively for recreation of all age groups.

Recreation Planning

By John Nolen

City Planner, Cambridge, Massachusetts

THE early towns and cities in the United States gave no thought to the problems of recreation. It was not necessary. Those cities were not crowded; their streets were not menaced by the motor vehicle; their blocks were not entirely built-up. There were many vacant lots where the child might play, or if he desired, he might consider the street his play area, his baseball diamond or his skating rink. But fortunate for him the chief means of getting about was some form of animal transportation. He romped and played in comparative safety.

The next period might be considered the most far-reaching because it is the nucleus of our present park and playground system. In this period industry was revolutionized; economic as well as social conditions were changing. It was an age of great reforms and of increasing wealth. All of these factors led to an interest in parks and playgrounds. Public spirited citizens began to give land to the city for recreational purposes. They did not, however, supply the much needed funds to carry out the work. It remained for the municipal government to raise the funds and to develop the park and playground. This they were seldom able to do. The land remained often in its original state, a playground in name only.

Gradually people began to realize that the city was becoming densely populated. The laissez-faire system of recreation was archaic. Another period was in sight. No longer were there vacant lots. The automobile had made its permanent appearance. The old laws were no longer applicable to modern economic and social conditions. They justly accused their municipal governments of weakness. Money was being spent for recreation, but unwisely. Some parts of the city were served with play areas while other parts were utterly neglected. Naturally, people, inspired by outstanding leaders in this work, began to feel that city planning and correct recreational facilities were closely affiliated. Just as a City Plan is

not complete without adequate park and playground area, neither is a Park System a success unless it has been carefully considered in relation to the City Plan. Thus was evolved our modern conception of the importance of recreation in city planning.

We shall now turn to the various types of recreation facilities included in the Modern Comprehensive City Plan and consider them from an ideal point-of-view.

Types of Facilities

The first group to consider is that of small children, those under five years of age. If, in single family house districts, proper areas have been allowed for yard spaces, there will be no necessity for providing special play areas for this group of children. If, however, the district is so congested that yard play areas are quite impossible, the city planner has an alternative in the interior block playground. This arrangement is very valuable for small children because they are not required to cross streets to reach it. The most common type of recreation provision for the very young is a special area set aside for them in the playground of the elder children, and in neighborhood playfield areas. Perhaps no feature is more popular on a summer day for the very young than the wading pool. The most sucessful type is the circular pool of varying depth but generally not over eighteen inches at the deepest point. If, however, the outdoor swimming facilities are limited, the wading-swimming pool may be used to advantage. This type is best constructed to a uniform depth sufficient for swimming. Part of the day it may be used as a wading pool and then it may be filled to a greater depth and used as a swimming pool by the older ones.

The largest group of children are those between the ages of five and fourteen years. This group averages about 22 per cent of the total population of the community and consequently much attention must be given to their recreational facilities. "Probably playground areas for this group," writes Mr. L. H. Weir in his article on "Standards in Planning for Recreation Areas," "should be as numerous as the grade schools and junior high schools and their distribution should coincide with the distribution of these schools." More and more, people are beginning to realize that to have playgrounds connected with elementary and junior high schools is to economize in both money and space. Schools in the ideal community are located within walking distance of the pupils' homes. This distance should preferably be not greater than one-quarter to one-half mile from the school. This same walking distance is desirable for playgrounds. It therefore seems logical to correlate or combine the two areas. Of course, this may be impracticable in the already built-up city because of too little vacant space in proximity to the school grounds. However, if it is possible to obtain land, the size of the joint area, according to the Annual Recreation Congress of the National Recreation Association, should be a minimum total area of eight acres for elementary schools and a minimum total from ten to twenty acres for junior high schools.

Neighborhood Playfields

It is for the older boys and girls, the youth of today, that neighborhood playfield areas have been planned chiefly. It is quite evident that the designing of these is more complex than the designing of playgrounds because of the greater variety of facilities to be provided and because of the greater range of ages. Here are played any number of outdoor games, such as volley ball, basket ball, tennis, baseball, football, soccer and others. It is therefore difficult to lay down any hard and fast rule as to the size of these areas. They vary throughout the United States. Some are as small as three or four acres while others contain as many as a hundred acres.

The growing interest in the United States in recreation for the young has naturally stimulated an interest in recreation for adults. We now appreciate the fact that outdoor recreation is absolutely necessary for the welfare of both young and old. For this reason existing municipal golf courses, reservations, parkways and sports centers are being expanded and new ones provided to meet the constantly enlarging and increasing needs of a changing social order—a society in which urbanization and mechanization have combined to create many problems and to demand new and varied avenues of expression.

To carry these varied recreational facilities to a satisfactory completion, it is quite obvious that the city must have a logical plan. Municipalities complicated in structure and functions must turn to the City Plan for advice. It is only through the cooperation of the city planner, playground specialist and the city official that the municipality can be assured of recreational facilities which will satisfactorily meet the needs of the entire city.

How It Began

By Henry S. Curtis, Ph.D.

The need to train leaders inspired the first meeting of the play pioneers, who, the next year, formed a national body.

DURING the winter of 1905 I called together in New York City a group of people consisting of Dr. Luther Halsey Gulick, Supt. Seth T. Stewart, Supt. Schauffler, James B. Reynolds, Miss Curtis, Supervisor of Kindergartens, Miss Jessie Bancroft, Supervisor of Physical Education, and one or two others to consider the question of organizing a course for the training of those who were working in the playgrounds.

This group held three meetings in the Spring and Fall of that year. On November 3, 1905, Dr. Gulick and I were discussing the matter in his room in Emerson Hall and concluded that the attempt would not succeed at present and had better be dropped. At that time he suggested that we organize a National Playground Association.

Theodore Roosevelt, ardent disciple of outdoor sport, advised the Association's founders in 1906 to give children a large measure of freedom in their play.

After a short discussion this seemed very desirable and Dr. Gulick wrote by hand a letter to Joseph Lee asking if he would join with us in the organization of an association and if he would accept the Presidency. Both of us signed this letter.

Mr. Lee suggested that there were already many associations and that we should become a committee of the American Civic Association.

After some further discussion we decided, however, to go ahead with the organization of an association. Dr. Gulick asked me to make out a list of those who, I thought, should be the organizers of the association, which I did. I also wrote each of them and saw the majority personally, asking if they would come to an organization meeting in Washington in the Spring.

In February, 1906, I became the Supervisor of Playgrounds of the District of Columbia, working with the Associated Charities of the District. Mr. Charles Weller was Secretary of the Association and Wallace Hatch was assistant. In the final arrangement for the organization meeting, which came on the 6th of April, both were very helpful.

With Mr. Weller's help I raised the funds that were necessary for the organization meeting and myself wrote the Constitution which was submitted and adopted without change, except that the name was changed from National Playground Association to Playground Association of America at the suggestion of Dr. Gulick. I wrote into the Constitution that the Association should hold an annual Play Congress, and that it should publish a magazine to be known as "The Playground." These suggestions came to me largely from the Central Game Committee of Germany.

The first meeting was held in the Y. M. C. A. at Washington. In the early afternoon, the dele-

(*Continued on page* 106)

Early Days of the Playground Association of America

By Howard Braucher

Secretary, National Recreation Association

ON April 12, 1906, the first organization meeting of the Playground Association of America was held in the Y. M. C. A. at Washington, D. C. Dr. Luther Halsey Gulick of New York City was elected President of the organization, Dr. Henry S. Curtis was elected Secretary and Seth T. Stewart, Chairman of the Executive Committee.

The founders at Washington. The policies they shaped have proved sound through the years.

Some time prior to the Chicago Play Congress held in June, 1907, President Roosevelt had agreed to serve as Honorary President and Jacob Riis had agreed to serve as Honorary Vice-President. The fact that Jacob Riis and President Roosevelt were willing to lend their influence, helped greatly throughout the country.

The following individuals were present at the organization meeting held on April 12, 1906:

Sadie American, Mrs. Samuel Ammon, William H. Baldwin, Henry S. Curtis, Mary E. McDowell, Dr. Luther Halsey Gulick, Walter Hatch, Archibald Hill, Amelia Hofer, Marie Ruef Hofer, Beulah Kennard, Dr. George M. Kober, Commissioner H. S. MacFarland, Mrs. Ellen Spencer Mussey, Myron T. Scudder, Seth T. Stewart, Dr. Rebecca Stoneroad, and Charles F. Weller.

Other individuals active in the work of the Association during the first year according to the minutes were:

Mrs. Tunis Bergen, Howard Bradstreet, William Hamlin Childs, George W. Ehler, Joseph Lee, Mrs. Mary Simkhovitch, James G. Phelps Stokes, and Felix Warburg.

Jacob Riis was very proud that his name was on the letterheads of the Association, side by side with the name of his intimate personal friend, President Theodore Roosevelt. Jacob Riis was always ready to do anything in his power to help the new organization. His bubbling enthusiasm and his deep and abiding faith in what play could do for his adopted country was an inspiration for all who came in contact with him.

Dr. Seth Thayer Stewart, first editor of "The Playground"

Dr. Luther Halsey Gulick took up his position as President of the Association with enthusiasm displaying great energy and resourcefulness. Dr. Gulick's personal qualities were such, his ability as a speaker, his vividness of description at private interviews, his unfailing enthusiasm, all were such that the new movement made a very great appeal to the country. Dr. Gulick himself in public

(*Continued on page* 103)

Early Days

The national staff in the days when everybody did anything. Abbie Condit is fifth from the left in row one. Howard S. Braucher is in the foreground, with James Edward Rogers and Arthur Williams directly to his right. The first at the left in the back row is Lebert H. Weir, the fourth from the left C. F. Stimson.

Delegates to the 1908 Playground Congress off to inspect New York City's parks and playgrounds. Joseph Lee, elected President in 1910, is in the second seat in the second row.

Speaking of Recreation

LONG, long ago it was said, "All work and no play makes Jack a dull boy," yet the old axiom is just as true today as ever, and whether the boy is six months, six years, or I might even say sixty years old, without recreation he cannot be the well rounded character which is so necessary for either boy or girl, man or woman at any time, but especially in our complex life today.

Mrs. John F. Sippel

We all agree that there is no greater factor in the development of a child's character than play. How quickly and easily he learns through the "rules of the game" (as he never would through advice or "preaching") what it is to be a good sport, to play fair, to take defeat cheerfully and manfully, and victory with modesty and joy! He learns team work and how to give to the thing in hand the best that is in him. Many other worthwhile lessons are his before he realizes it,—things that may, perhaps, help him to make a living; certainly they help to make a life.

The National Recreation Association has been going forward through the years proposing "that everybody in America, young or old, shall have an opportunity to find the best and most satisfying use of leisure time," and more and more are we seeing the wisdom of this high ideal and how splendidly the organization is moving towards its accomplishment. I am placing the contribution of this Association to American life among the foremost in the nation, and on this, its twenty-fifth birthday, am wishing for it many more years of useful service to the people of this country.

Sincerely yours,

MRS. JOHN F. SIPPEL,

President, General Federation of Women's Clubs.

San Juan, P. R.

PERHAPS among the greatest development of modern civilization is the non-profit organization which works interestedly and at its own expense for the good of the community. None, in my opinion, fills a greater or more useful sphere than the National Recreation Association. It embodies the great modern concept that proper recreation, properly indulged in, is as necessary an attribute to effective, decent work as food or sleep. Far too often the community thinks of play as play, and nothing else, not realizing that it is a necessity and has productive value. Right here in Porto Rico we do not have recreational opportunities. We have not proper parks, we have not proper athletic fields, we have not proper organizations to give our young people a grounding in health-building and character-building outdoor recreation that they should have. This is normal, for we are so concerned now with the bare problem of existence for many of them,—obtaining the food necessary to keep soul and body together, obtaining medicines to check the ravages of disease, that we have had but scant time to turn to other matters. We are, however, doing what we can, and I am counting on the aid of the National Outdoor Recreation Association to help us in this work.

Theodore Roosevelt

THEODORE ROOSEVELT,
Governor of Porto Rico.

FOR the past ten years it has been my privilege to have direct interest in and contact with the work of the National Recreation Association, and to have received help and inspiration from its wise administration and its stimulating activities. It is a great pleasure to join the host of its friends on this "silver" anniversary in congratulating the association upon a quarter of a century of notable achievement, of truly national service, and in wishing it increasing success in its progress toward the "golden" celebration of 1956.

Mrs. A. H. Reeve

As editor for seven years of a national magazine, and as president for five of those years of the organization of which it was the voice, the generous and complete cooperation received from the then Playground and Recreation Association of America made possible the introduction of recreation to thousands to whom it had previously been but an unfamiliar word. Now as director of the rural work of the same organization for child welfare, the need, not only for the continuance of this cooperation but for its extension throughout the rural field is strikingly evident to me. The country calls for leadership in recreation, but equally will it profit by the discovery and development of local ability in that line—in other words, for the professional training of the rural volunteer.

From the whole international field comes the call for such service as the National Recreation Association is offering, and to you we look confidently for that practical idealism which will teach the world how to make wise use of its leisure.

MARGARETTA WILLIS REEVE

President, International Federation of Home and School.

Mr. Joseph Lee,
Pres., National Recreation Association,
New York City.

DEAR Joe:

In leading this country as far and as fast as it could be dragged towards playfulness in the last quarter century you've done far more than increase our fun. You have brought us appreciably nearer to Jesus' command that we become as little children,—even in the cities where we do all we can in other ways to cancel the child-like and child-loving side of our lives. You have done much toward debunking our solemn pseudo-scientific psychology most of which is in fact the shadow of our dulness. When you preside over a meeting or write a circular or make an address even the forms of pompous procedure get cracked and bent into sincerity,—for you have done much to show that our stupid formalities are not only dull but fraudulent. People pretend to be solemn and imposing because they are so low spirited and can cover it up most successfully by being "serious."

Richard C. Cabot

Art and play are miles apart, I think, but you have managed successfully to smuggle in under the guise of play a lot of good art which people never would have taken to under its own name. That was, I guess, one of your little jokes, like that other pretty little trick of yours,—calling work a subvariety of play. Certainly you have put it over on us and made us a far less staid and grave generation than the previous. In your next quarter-century I fully expect to see you prove that the Harvard Law School and the Mass. Historical Society are in fact only gigantic playhouses where men play hide and seek with precedents and hunt the colonial slipper. More power to your dancing mind. Can't you start a society for the cultivation of play among economists and psychologists. If you could slip in a mustard seed's worth of humor into these laborious groups your generation would crown you afresh.

Affectionately,

RICHARD C. CABOT
President, National Conference of Social Work.

National Recreation Association,
315 Fourth Ave.,
New York City.

THE splendid work which has been done by your organization is worthy of highest commendation and to you, on your 25th anniversary, may I present the hearty appreciation of the National Congress of Parents and Teachers. We, who have received splendid cooperation from you and your officers extend our congratulations and thanks.

The Parent-Teacher Association are deeply grateful for the stimulation given for the recreational activities of their groups. We believe in your philosophy of living, and feel that it is helping us greatly to have happier homes and more wholesome communities.

Mrs. Minnie B. Bradford

May the cooperation between our national organizations long continue, and may your success in the future, as in the past, bear fruit in the homes and communities of our nation.

Cordially yours,

MRS. MINNIE B. BRADFORD,
President, National Congress of Parents and Teachers.

National Recreation Association,
315 Fourth Ave.,
New York City.

RECREATION is essential to physical and mental health and well being. As modern life is organized, the average individual depends in a large degree upon public recreation services, administered in the interests of the public.

William Green

Such services should provide for the recreational services of all ages and all interests. No education is complete that does not help the individual to find constructive uses for leisure, and it is the function of recreation services to enable individuals and groups to have opportunities for following their interests.

The American Federation of Labor has found it most satisfactory to cooperate with the National Recreation Association for the establishment of recreation opportunities where all might have equal opportunity and consideration.

Recreation and leisure may be powerful forces for physical and spiritual regeneration and for keeping the tide of life running eagerly and constructively all the way.

WILLIAM GREEN
President,
American Federation of Labor.

We realize afresh that it is the business of youth to reaffirm the beauty and joy in the world that such spontaneity may become a source of new vitality, a wellspring of refreshment to a jaded city.

JANE ADDAMS.

THE American Legion has been fortunate to have the continuous cooperation of the National Recreation Association in the youth activities which the Legion sponsors and promotes. The progress of this Legion program can be credited in a great part to the influence extended by the national association to induce local recreation departments and other groups in such endeavors to work in behalf of the Legion's junior baseball plans and playgrounds efforts. The association has been instrumental in helping the Legion

Ralph T. O'Neil

(*Cont'd on page* 109)

Play and Printers' Ink

By Abbie Condit

National Recreation Association

THE other day I visited the oculist. One of the questions he asked in the course of the examination was, "In what year were you born?" When I answered promptly and without trace of wrath or irritation, he heaved a sigh of relief and said "Asking that question is the hardest thing I have to do." Said I, "You needn't have been nervous about asking *me* that. When you have been working for one organization for twenty years there's no use trying to pretend you are sweet sixteen."

One privilege the aged can claim is that of reminiscing.

Looking back twenty years, I remember first of all the small group of workers occupying a limited space in the metropolitan building. There was one room, reasonably large, for the staff. Adjoining it was a smaller room which served as the secretary's office. A stock room completed our suite. There were perhaps a half dozen workers. There were no "departments" in those days; specialization was unknown. We all did the things which had to be done, whatever they happened to be and each of us had a varied assortment of tasks. Often we all stayed late mailing the letters of appeals which were to bring us the funds for the much needed field secretary. And our labors were rewarded, for eventually that first field secretary came, and then a second and a third—and an important milestone had been passed.

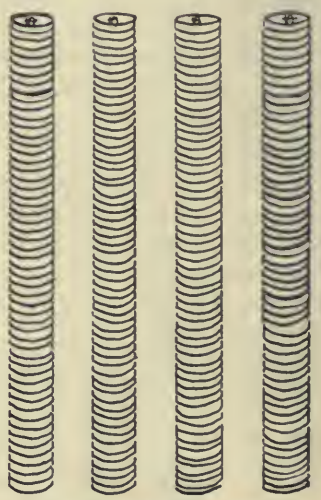
Recollections of those early days bring back vividly the picture of Dr. Luther Gulick, the first president of the Playground Association. Dr. Gulick, who was then associated with the Russell Sage Foundation, had become greatly interested in the theory that as long as air was kept in circulation there was no reason whatever for having fresh air. The Playground Association became his research station, and he would hermetically seal all our windows, start the electric fans, and return occasionally to see how many of us were surviving!

Recreation literature, early and late, is reviewed by Miss Condit, who heads the N.R.A. Publications Bureau.

The literature which the Association issued in those days could not be called profuse, but it has stood the test of time. There were at first pamphlets, few in number, but far flung in their use and influence. Joseph Lee's *Play and Playgrounds;* George E. Johnson's *Games Every Boy and Girl Should Know;* Allen T. Burns' *Relation of Playgrounds to Juvenile Delinquency; Can a Child Survive Civilization?* by Dr. Woods Hutchinson; Joseph Lee's *Home Playground; Why We Want Playgrounds,* by Charles Evans Hughes; George E. Johnson's *Why Teach a Child to Play?* these are a few of the addresses from the first Recreation Congresses which in pamphlet form aided many local groups in focusing attention on the need for playgrounds. There are playgrounds in the country which owe their ex-

(*Cont. on page* 108)

The Association's expenditure was 241 times greater in 1930 than in its first year, 1907.



Drumming for Playgrounds

The first salesman of recreation points some contrasts.

By Lee F. Hanmer
Russell Sage Foundation

Courtesy Piedmont, Calif., Recreation Department

Many of our present playgrounds were won through the persistent efforts of national field workers

"APPROPRIATE government money to teach children to play! Why don't you ask for an appropriation to teach fishes to swim?" That was the comment of a U. S. Congressman back in the dark ages when we began to propose that children's playgrounds be provided and supervised at public expense. It is a far cry in playground history from that day to this—41 communities having some sort of playgrounds then, chiefly supported by private contribution; and about 1,000 now, largely provided by public appropriations. The National Recreation Association was just beginning then as the Playground Association of America with one lone field secretary, dubbed "the playground drummer," and borrowed from the Russell Sage Foundation. Now the Association has a force of fourteen field secretaries and specialists in games, dramatics, music, home recreations, play in institutions, rural recreation, athletics for girls and women, play areas in real estate subdivisions, play and physical education, recreation research, and a national recreation school.

The Playground Association of America antedated the Russell Sage Foundation by about a year; but the Foundation was not long in taking notice of this promising youngster in the family of agencies for "improving social and living conditions in America," and agreed to help it learn to walk alone. Dr. Luther Halsey Gulick, Director of Physical Education for the public schools of New York City, was serving as the first president of this young association which had been organized April 12, 1906, in Washington, D. C. The Foundation invited him in October, 1907, to become the chairman of a playground extension committee which it proposed to create and to devote a substantial part of his time to promoting the work of the Association. It was my good fortune to be associated at that time with Dr. Gulick as Inspector of Athletics for the New York City schools and to be invited to join him as secretary of the Committee and eventually field secretary of the Association.

Dr. Henry S. Curtis, the director of playgrounds in Washington, D. C., was one of the founders of the Association and was made its Secretary. Grace Parker was engaged as financial secretary on an underwriting by Russell Sage Foundation, and the team then went to work.

Joseph Lee, who later became the worthy successor to Dr. Gulick in the presidency of the Association, had helped to demonstrate the value of playgrounds for children in Boston. Chicago, under the leadership of E. B. DeGroot, had launched its wonderful South Park system

of playgrounds, swimming pools and field houses. These achievements, together with modest beginnings in several other scattered cities, were used to inspire citizens' organizations and a few municipalities to make beginnings in planning for play and athletics for their own boys and girls.

It seems all very crude as we look back upon it now, and the program was replete with "trial and error," but there is no discounting the earnestness and devotion of the men and women of the Association and the local committees who did the pioneering in the face of many difficulties and often of ridicule such as is indicated in the first words of this reminiscent sketch.

Most people had no idea what a children's playground looked like. To make a beginning, the Association set up one in connection with the Jamestown Exposition in Virginia in 1907 and carried on a program of play activities with the cooperation of the local public schools. This exhibit was organized by Dr. Curtis and paid for by the Russell Sage Foundation. Many visitors saw and were converted, and went back home resolved to do something about it for their communities.

Dr. Myron T. Scudder, Principal of the State Normal School at New Paltz, New York, and one of the founders of the Association, made for us, with the help of his pupils, a model of a school playground on a scale of about one foot to ten feet, and equipped it with miniature playground apparatus and dolls for children. This was first shown at a state teachers' convention in Albany, New York, and subsequently traveled over a good part of New England and the eastern, middle and southern states. It had a place among the exhibits of a national convention of the General Federation of Women's Clubs in New Orleans, La. The local clubs of that organization and the Parent-Teachers' groups were of inestimable assistance to the Association in its early days, and have continued to be among its strongest allies.

Financing Landmark

A notable landmark in the financing of the Association was a dinner at the Waldorf-Astoria in honor of Mrs. Humphry Ward of England, who happened to be in this country in 1908, and who had done some outstanding work for children's play in her country. Grace Parker, with the assistance of Dr. Gulick and a special committee, organized an occasion that attracted many of the most influential people of New York City and vicinity. It was our most effective method of "broadcasting" in those days. The newspapers were generous of their space in reporting the dinner and in enlarging upon this new type of social welfare with its compelling appeal, because it was for children.

George E. Johnson, whose philosophy aided the young movement

It was not so very long after this that Miss Parker came to my desk one morning after opening her mail, and said, "I wonder if I am seeing straight this morning. What do you make out those figures to be?", and placed before me a check for $25,000. This was hardly typical of each morning's mail, but other money did continue to come in, so that the underwriters of the financial work were not called upon to make up any deficit.

International Study Made

Dr. Gulick was eager to take advantage of all progress that had been made in organized play for children. In addition to contacting with the best that American cities could offer, he sent his field secretary to Europe or to find out what Great Britain, France, Holland, Denmark, Germany and other countries had done. Germany was rich in practical suggestions for school and neighborhood playgrounds, municipal playing fields, and time allotted for their

Only 3,764 leaders of recreation were employed in 1909, the first year for which figures are available.

use in the school program. Probably the most effective aid in working with local organizations and municipal authorities was the force of example of other communities. Lantern slides used in addresses and loaned for use by local groups, told the story graphically and convincingly.

One of the most stimulating instances of drastic municipal action in providing playgrounds in neglected areas was the establishment of Seward Park Playground on the lower east side in New York City.

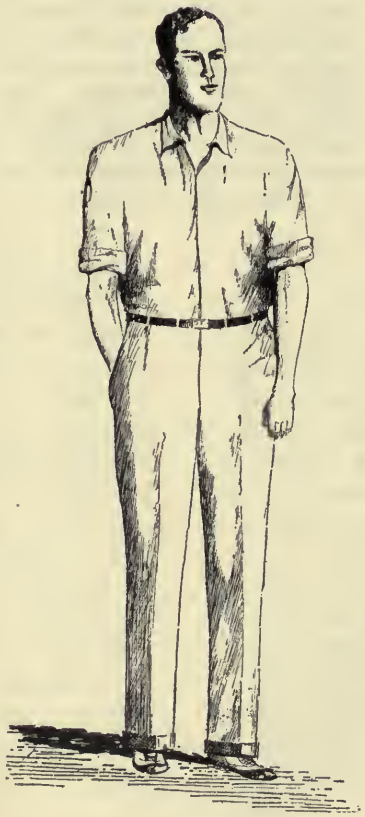
Under the inspiring leadership of Jacob Riis, then a newspaper reporter, public sentiment was so aroused that the city authorities purchased several blocks of tenement houses covering nearly two acres at a cost of about a million dollars per acre, razed the buildings, and laid out a playground for children. It was a fabulous price in those days—1903—and an unheard of expenditure of municipal funds for such a purpose.

A lantern slide picture of this playground and its surroundings, and a recital of the circumstances that brought it about, never failed to challenge attention and serious concern. The older cities were stirred to action and the newer ones resolved to forestall developments that would result in conditions requiring such drastic action. So the force of example did effective work.

Converts were secured more rapidly than were local resources and competent organizers and play leaders. To help in developing the technique of this new craft, district institutes were conducted to which delegates from the cities of groups of states came for several days of intensive discussion and training. The few capable and experienced play leaders were pressed into service as instructors. Out of this evolved an effort to compile a document of practical suggestions for recreation workers, and to encourage training schools to provide more courses for those who wished to prepare themselves for this work. This took form in the "Normal Course in Play" published by the Association. Now the Association has its own excellent training center in New York City known as the National Recreation School Incorporated. To this school come young men and young women from all parts of the United States to prepare themselves for administrative positions in public recreation.

The excellent work done by George E. Johnson, as the executive of the Playground Association of Pittsburgh, led the Association to hold its annual meeting in that city in 1909. It was a notable occasion in many respects, but most important of all for the Association and for the cause of children's play and the subsequent development of public recreation, is the fact that it was the meeting at which Joseph Lee was proposed for the presidency of the Association and Howard S. Braucher began his work with the Association as its forthcoming executive secretary. Mr. Lee was elected president at the next Congress in Rochester, N. Y. The Playground Association of America had established itself, and was ready to become the Playground and Recreation Association of America and eventually the National Recreation Association and to enter upon its broad and splendid mission of service to the children, the youth and the adults of the nation.

The spirit and practical idealism of the National Recreation Association is expressed in a paragraph from its annual report for 1930: "To meet the increased demands upon it, the Association has added many services and departments. Now, at the beginning of a second quarter century of service, with society confronted by the immense opportunity of a rapidly growing spare time, the Association faces its greatest challenge and one that will put a greater demand upon its financial and human resources than it has ever faced before."



By 1929, the number of leaders employed had risen to 22,920, and standards of training had broadened immeasurably.

Twenty-Five Years of Progress in

Recreation Legislation

By Arthur Williams
National Recreation Association

THE establishment of children's playgrounds in the larger metropolitan centers of the country, which were the first steps taken in the development of the present recreation movement, did not require general state legislation. Most of these larger metropolitan centers had home rule charters which would permit them to establish playgrounds through local legislation or each city secured a special act of legislation relating only to itself. As the advisability of establishing children's playgrounds in other than the larger metropolitan centers became apparent, there was a need for general state legislation throughout the states to establish playground work. An outstanding example of the early type of recreation was the Massachusetts playground referendum bill for cities and towns of over 10,000 which was passed in 1908.

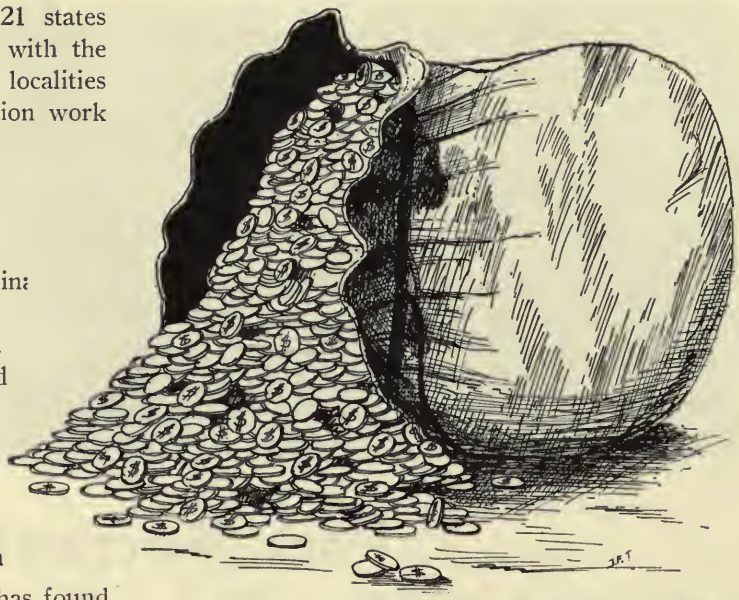
Public support of playgrounds and recreation, with legal sanction by state and city, has rapidly replaced drives, tag days and other means of private support. Twenty-one states now have recreation enabling laws. Through popular vote, communities in twelve of these states, which have referendum features in their laws, may quickly secure a tax-supported recreation system under leadership. City plan and zoning legislation work hand in hand with recreation laws to insure provision for future play spaces.

School Center Legislation

The next general type of state legislation generally promoted in different states was school legislation to permit the use of school buildings as community centers. When the field service of the National Recreation Association was first established more than 20 years ago, the need for broad recreation legislation in the different states was not apparent as the service given in the earlier days was given to the larger cities where local authority could be secured through charter amendment or through other ways of taking advantage of the home rule powers of the first class cities. However, as soon as the Association started to serve other than the larger cities throughout the country, it found that effective help and effective progress could be made only as broader powers for the localities could be secured through state enabling acts. At that time the type of legislation needed was carefully studied and the Association furnished a special service to the localities in different states to help them secure the state recreation legislation needed in their states. This broader legislation which the Association helped to work out and promote was first passed in 1917. It permitted states to cary on recreation programs with full-time, trained, experienced and paid leadership. It had a number of broader features than previous legislation, but its outstanding feature was that it permitted for the first time by special state wide recreation legislation, the development of a broad program of activities for all ages and groups throughout the entire year. It provided for the administration of the work by different local governmental units such as park boards, school boards and separate recreation commissions, so that each locality could have the freedom of working out its recreation administration problems in accordance with the special local conditions which should be taken into consideration in such planning. Several cities had earlier legislation authorizing the expenditures of funds for play and recreation activities and for the employment of leadership, but these laws were restricted to permitting some one particular branch of the local government to administer the work. In some states the laws provided for the school board to conduct such work but no other agency; in other states the park boards could do this work but no other agency.

At the present time the following 21 states have recreation enabling laws secured with the aid of the Association, which permit localities broad powers in planning their recreation work and in conducting it:

Connecticut	Louisiana
Georgia	New Jersey
Illinois	New York
Iowa	North Carolina
Florida	Ohio
Indiana	Pennsylvania
Kentucky	Rhode Island
Massachusetts	Utah
Michigan	Virginia
New Hampshire	Vermont
West Virginia	



Public recreation's money-bag in 1929 held $33,539,805

Referendum Tax Legislation

In more recent years the Association has found that many local governments would like to have the support of their voters before establishing recreation work and would also like to have the financial freedom which comes through a special tax, so that work established could be so established without diverting funds from existing municipal services and thus decreasing their effectiveness. This has led to the passage of referendum tax legislation in a number of states, which provides for a city to establish playground and recreation work upon the favorable vote of the people of a locality and the levying of a special tax to finance it when such tax is approved by the voters. The Association helped to work out these newer legislative features and has helped also in securing passage of this type of supplementary legislation in the following 12 states:

Public recreation expenditures in 1906—$904,000

Florida	New York
Georgia	North Carolina
Illinois	Ohio
Indiana	Vermont
Iowa	Virginia
New Jersey	West Virginia

In considering the legal powers which localities have for the development of adequate year round recreation systems, it is essential to keep in mind that such powers are derived not only from special legislation but from powers granted to local school boards in school codes, from powers granted to park boards and from general police and public welfare powers granted localities in general codes. The present trend in many states throughout the country to pass more and more liberal general home rule bills delegating more and more of their state powers to the localities has a real bearing in the consideration of the present recreation legislation situation.

For example, in Texas any community of 5,000 or more can establish an adequate year round recreation program through charter amendment, because of the general home rule legislation which has been passed in Texas, although no special recreation enabling act conferring broad recreation administrative powers upon localities has been passed in Texas.

It is important to keep in mind in connection with recreation legislation the whole field of city plan legislation, because of the positive effect which city plan legislation and zoning legislation can have in the proper planning of communities for recreation as well as for traffic, sanitation and housing.

Need for Study

There has been no recent careful study of recreation legislation in the different states although different groups and individuals have from time to time studied more or less intensively particular sections of the recreation legislative field.

(*Continued on page* 111)

Courtesy Union County Park Commission

Park Recreation

By L. H. Weir

Field Secretary, National Recreation Association

Public parks, once sacred to horticulture, now serve a variety of human uses, says Mr. Weir, who directed the recent national study of city and county parks. The "Keep Off the Grass" sign has vanished. Sports, nature study and art programs invite the people to the parks for active and inspiring use of leisure.

FROM the middle of the last century down to its close the typical city park was a kind of outdoor municipal parlor. The smaller park areas were generally enclosed and the people restricted to the walks and the seats along the walks. "Keep Off the Grass" signs were numerous and conspicuous. The larger parks in addition to walks often had bridle paths, carriage driveways, and occasionally some facilities for boating and other physical activities. Special floral displays were fairly frequent. A very few of the larger parks had collections of native and exotic fauna for the entertainment and instruction of the people. A still fewer number attempted scientifically arranged collections of flora. Now and then a natural history museum or an art gallery might be found in a park. Picnicking and community celebrations under careful restrictions were permitted in some parks. Band concerts were allowed.

There was no definite attempt to promote or direct active uses of the areas. Even in connection with such instructional features as zoos and collections of flora no serious attempt was made to use them as instructional centers. The executive officer of the park department was usually chosen for his knowledge of horticulture and landscape gardening. Park governing authorities were as a rule especially interested in the horticultural and landscape features of the parks. The maximum social uses of the areas were considered of secondary consequence. In large park systems engineering problems were of course given much consideration.

A park system was conceived to be chiefly a series of large properties connected by sublimated streets called boulevards or by genuine parkways with smaller intown properties as an incidental and often an undesired feature of the system.

The origin of this conception of parks and park systems is not difficult to understand. The early proponents of parks were landscape artists and the citizens who became interested in parks were generally interested in horticulture and the artistic arrangement of plants. Hence the art side of park planning and creation became a dominant motive in this form of civic development. European examples of parks may have influenced ideas as to park functions in this country also. Parks were works of art and as such they must be protected against the public as much as possible. In many cases the materials out of which parks were fashioned became of more importance than human uses for which they were intended. The concep-

tion of a park as a work of art was, and is, a high and worthy one. The early park planners and builders would have done well to have stood on this platform alone. However, some of them formulated and elaborated a social philosophy in relation to the functions of parks, which was sooner or later to bring the pure art conception into conflict with a series of intensive and extensive social uses of park areas; and the early planners saw the tendency toward the urbanization of the people already well pronounced in the 60's, 70's and 80's.

Courtesy Dept. of Parks, Brooklyn, N. Y.

This versatile cement area in Fort Greene Park, Brooklyn, is used for tennis

The Machine Age Brings Changes

The new industry causing this urbanization created much that was ugly; much congestion of people; polluted the atmosphere with smoke and dust; destroyed plant life; removed the people from direct contact with the soil and growing things; induced nervous strains by reason of monotony, noise, confinement indoors and high speed effort. The hours of labor were long. The park planners of that day conceived the idea that urban people so afflicted should have open spaces to which to escape where the air was reasonably pure, where peace and quietness prevailed and where there was an abundance of plant life arranged in beautiful designs. They asserted such places were for the re-creation or "recreation" of the people but at the same time defined recreation as the pleasure or happiness coming from the peaceful contemplation of an idealized rural landscape. This art gallery conception of park planning and building prevailed for five or six decades and became so fixed as a principle that when the social philosophy expounded by the early planners began to be interpreted with wider implications, a hue and cry was raised that irreparable injury would be done the parks if the people were allowed to use them in ways different from the traditional conception.

By the close of the century, however, times had greatly changed. The factory type of industry had increased enormously—an increase to be still more marked during the next two decades. Urbanization of the people progressed with parallel rapidity. All the evils mentioned by the early

And here a dance attracts young people of the neighborhood.

Courtesy Dept. of Parks, Brooklyn, N. Y.

Courtesy Dept. of Parks, Brooklyn, N. Y.

School girls stage a jacks contest on the same cement

park planners, growing out of this removal of the people from the soil, were intensified and others were made manifest. Hours of labor began to be shortened and labor saving devices multiplied, giving the people increased leisure. A people keyed by their work habits to intense activity were not content to merely contemplate the beauties of their open recreation spaces. Moreover, the new psychology began to teach that there was no growth, no development, no life to be had from the peaceful contemplation of anything. To do was to live. The increase of automatic or semi-automatic machinery in the new industry more and more cramped creative expression among workers. If the varied powers, capacities and interests of each person were to find expression, the opportunity must come chiefly through the use of leisure hours. As a consequence of these conditions and of the new psychological teachings, new demands began to be made on the only existing recreation institution, the parks and the park departments. Slight changes in park services were manifest here and there as early as the eighties and nineties but it was not until the beginning of the present century in South Park, Chicago, that almost revolutionary changes in park services were inaugurated.

Park Service Increase

Since that epoch-making period in park history in Chicago there has been a gradual evolution in park development throughout the United States. This evolution has always been toward a broader conception of services. Park planning is now ranked as one of the most fundamental and important phases of general city planning. Types of properties have multiplied, each more or less distinguished by special functional uses. Green acreage of open spaces has markedly increased in nearly all progressive cities. The standard of the amount of open space to a given number of people is constantly rising. No less marked has been the change in design of the different types of areas.

The early park planners would look with amazement on the varied equipment for activities in the modern park not excepting the large land-

(*Continued on page* 101)

While in cold weather it is flooded for skating

Courtesy Dept. of Parks, Brooklyn, N. Y.

Public Recreation and Leisure

By Will R. Reeves

Director Public Recreation Commission, Cincinnati, Ohio

THE pursuit of happiness has been the chief goal of man from the beginning of recorded time. For the relatively few, that happiness has been achieved through the accumulation of wealth, the rise of power, and acknowledged authority, preeminence in any field of human endeavor, or the creation through brain and hand of poetry, music, painting, sculpture, and architecture; in other words, through that sense of satisfaction that comes from a definite and acknowledged assertion of personality over and above one's fellows.

For the multitude, the pursuit of happiness has been largely confined to the doing of the work necessary to provide meat, covering and shelter, and to the simple and fundamental expressions of personality that take place in the family or clan through the nurture and protection of dependents, and through participation in traditional folk games.

Leisure as a potential gateway to happiness, joyousness, a sense of achievement, the serenity of mind that is the result of fundamental and inherent urges satisfied, has always been enjoyed by the rich and powerful. Not until the present age, however, do we find leisure enjoyed in such time quantities by all people. The reasons for this are well known and widely discussed.

Most of us have merely accepted this new boon to mankind, paying little or no attention to the use which we have been led to make of it by the relatively small group interested only in exploiting leisure time for its own profit. While commercialized recreation is said to be the fourth largest industry in the country, society as a whole, through its various governmental units has only made a beginning in the use of leisure time as an investment in human values.

Swift and common action can redeem our growing leisure for human happiness and satisfaction in life.

Due to the empirical emphasis placed on the leisure time of the American soldier in the World War, and the excellent results obtained therefrom, and the consequent increasing recognition of leisure time as a potentially constructive or destructive social force by educators, social workers, public officials, and some business executives, the use of leisure time is gradually coming to be accepted as one of the major problems that must be solved by swift and common action if it is to be redeemed from its present widespread use as a destructive element in our social life.

There is no denying that due in part to the emphasis on commercialized forms of recreation we have become a pleasure-loving, excitement-craving, entertainment-going people, and that all classes are expending a large percentage of income on entertainment that titillates the nerves, excites the imagination, or vicariously fills an emotional need, rather than on leisure time activities that are contributing factors to health and real happiness.

The recreation program for the new leisure must fulfill man's desire to sing, play and act with his fellows; to commune with himself in quiet places away from the world of machines

What restless, highly strung, nervous Americans need much more than this pouring-in process constantly going on around us, is a pouring-out process through actual participation in activities that will provide outlets for

bottled-up aspirations, desires, energies, and emotions; that will release through amateur music, amateur dramatics, amateur sports and playfield activities, certain natural forces which, denied release, become forces that work for unrest, unhappiness, and ugliness of life.

"All work and no play makes Jack a dull boy" is truer today than when it was first written. The adventure in work today, the sense of achievement, is limited to the few who plan, control and direct. Even the so-called professions are so specialized and standardized that the "run of the mine" holder of a qualifying certificate or diploma finds his interest in leisure time outweighing his interest in work time, because his leisure time is becoming more and more to be the only time he can do or try to do what he actually wants to do, not what he is forced to do in order to make a living.

It would seem that the right to play—for play's sake——can be determined if we are willing to agree that the "purusit of happiness" is still the great motivating force in the life of man, and that due to present day work-environment and conditions, most of us do not and cannot find that happiness in work hours. This is particularly true in the case of the average individual between the ages of sixteen and twenty-five or thirty, when the blood runs fast and red, when life is still an adventure, when a thrill or a "kick" must be found somehow, somewhere, when life's real interests are generally projected outside the school, shop, store, office, factory, to the time we can call our own. It is then only we have the right to try to be what is denied us while we are doing our share of keeping this workaday world going. Because of economic circumstances, what most of us do in this free time depends in large measure on the opportunities afforded in the city of today. If that city life prohibits human activities that are age old, that have always acted as outlets for human enthusiasm, exuberance of spirits, energy and ambition — then working together we must see to it that opportunities for those activities are given back to our citizens, young and old.

Let us not be ashamed to play, just for the fun of it. Let us be hunters, fighters, musicians, actors, painters, nature lovers, unconscious builders of "more man, more woman," just because we want to be, seeking through this use of our leisure hours the serenity of mind, the poise, the balanced nervous system that is necessary if we are really to live, not merely exist.

To many of us it seems that a re-subscription of Aristotelian ideals which glorify man himself rather than the things he creates would give us the sense of values required to consider again the pursuit of happiness as man's chief goal. To realize this ideal our various governmental units must cease thinking of the leisure time problem as something to be adequately cared for only after other more traditional public needs are fully met, and should begin to act on the theory that leisure time may be an asset in our social fabric only as recreational opportunities, wide in scope and interest, are provided at no cost or a nominal cost for that portion of our citizenship unable economically to provide such opportunities for itself.

In the past, the continued denial to the multitude of man's chief end—the pursuit of happiness—has inevitably caused widespread sullenness, discontent, unrest and worse. Today, mounting costs in broken health, juvenile delinquency, adult unhappiness, unrest and crime are warnings that should not be disregarded. Further delays in moving quickly to the goal cannot be excused save on the grounds of ignorance and indifference, because as a nation we have the leadership and are rich enough to bring about in the next decade any change we desire in our cities in order that they may be good places in which to live as well as work.

In considering this problem we must bear in mind that present-day conditions are no more fixed or static than they have ever been in the past. Science and invention have only begun to shorten man's working day. Continued progress in making life easier may reasonably be expected. Some of our great industrialists are now talking in terms of the seven hour day and the five day week. In fact, our time and labor saving devices may force us to adopt the minimum suggested by certain economists—the two hour day and the four day week. What then of leisure time? Will it not in fact have become by far the most important time in the life of man? And how shall we be prepared to turn it into constructive use unless we set up the machinery now to plan intelligently for the future?

To many of us, professionally engaged in this field of service, this machinery should take the form of an independent Commission or Board entirely divorced from politics, with a mandatory tax levy so graduated that it provides for increasing population needs, and, with the legal right to

(*Continued on page* 107)

Public Recreation Viewed from the Half-way Mark

1906

1956

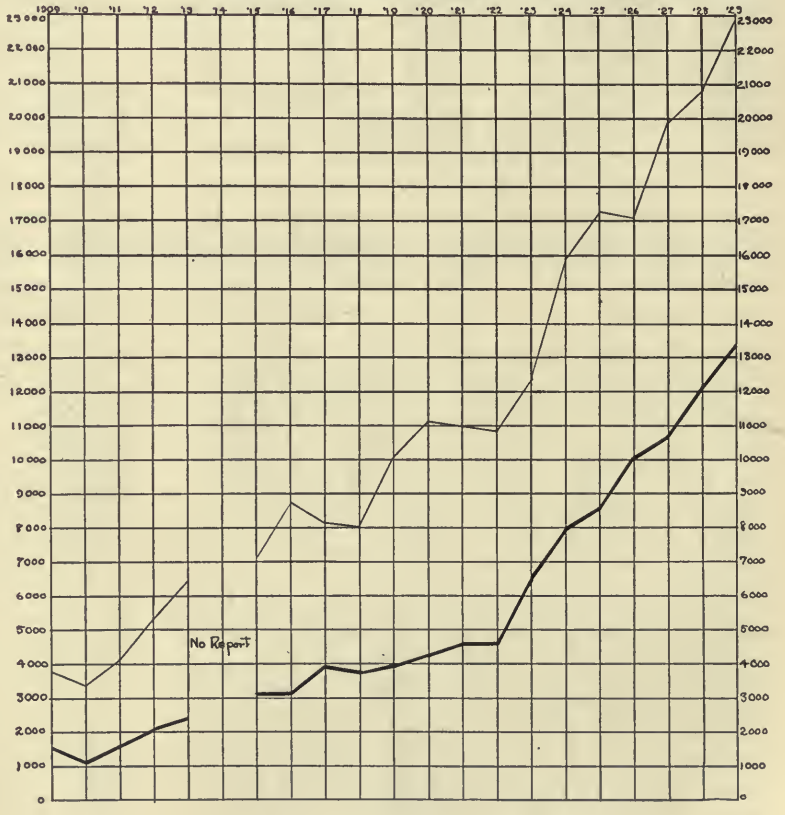
By Harold S. Buttenheim and Martha Candler

IN the year 1906, although automobile passengers still rode in a rigidly upright position and out in the weather, the six-cylinder motor had been perfected and a new high-speed record of a mile in 34 1/3 seconds had been set. The United States Government was embarking upon its first scientific experiments in road surfacing, and New York State pioneered by voting a $50,000,000 good roads bond issue. National forest and park recreation were being aggressively furthered by President Roosevelt, the country's greatest public advocate of the Democracy of the Free Outdoors, and of vigorous and zestful living. A storm had just made history in Columbus, Ohio, by carrying away overnight a double stretch of blind fence which had extended from the women's bathhouse at the new concrete public pool well into the water. Thereafter, the newly courageous walked boldly into the water clothed simply in bathing attire,—the obvious elements of which were a bathing suit with a sailor collar and reaching to ankles and elbows, stockings, shoes, corsets, and two caps, the outer frilled.

And now the historic city plan of Chicago was being made. A number of cities had adopted plans for park systems. At least one country park system had been established. Vacation play schools, sand gardens, kindergartens and public playgrounds had passed beyond the stage of experimentation by social agencies, and were being advocated for public adoption. Forty-one cities had reported organized public playgrounds. Thus was the stage set for the coming of the national recreation movement as we know it today. On to the stage came the Playground Association of America, as it was originally named.

By the time *The American City* had been born, in 1909, the Association was the center of dynamic, nation-wide activity directed towards playgrounds—especially children's playgrounds—as a governmental responsibility. The job upon which it had launched immediately after organization—the making of the famous playground plan for the District of Columbia; the championship of this plan by President Roosevelt; the un-

How directed play areas (dark line) and recreation leaders employed (light line) have mounted



hesitating Congressional appropriation of $75,000 for commencing the carrying out of the plan—these had had their immediate effect upon the nation as a whole and upon municipal officials. The standards of space and facilities requirements outlined in the District of Columbia study were being widely quoted; permissive state legislation was being drafted and urged for passage. "A Playground for Every Child" became a community slogan. Children themselves by hundreds of thousands in cities and towns had urged their own cause in "Give Us Playgrounds" parades..

It was only a few months later—early in 1910—that Howard Braucher, from beneath an avalanche of in-pouring demands for service of all sorts, gave out to the press a statement of his conviction that "If the money were available for giving to cities the information which they desire, practically every city and town in the United States would have playgrounds by 1915."

Scenes like this one, in a Chicago park, will environ tomorrow's city

Social workers, physical educators, women's clubs, chambers of commerce, taxpayers' associations, were eagerly interesting themselves in the cause. College and high school debating societies were taking it as their subject. Lecturers were talking it; newspapers and magazines featuring it; and no fair was complete without its playground exhibit. Already 336 cities and towns had organized recreation; in 62 of them it was municipally supported, and in 82 it had partial municipal support. Many national welfare movements, the Association's Secretary added, had attained less momentum during a century of growth.

The remarkable prophetic vision of the founders of what is now the National Recreation Association, and the initial standards of administration and practice—remarkable now in the perspective of 25 years—stand out from this vantage point as a part of a great civic renaissance. The lowest point in the play life of human history had been reached, someone says, in the latter part of the preceding century. A low point in American municipal government had likewise been touched. But with the turn of the century there came a steadily growing interest in municipal and civic affairs. The average citizen began to awaken to the possibilities in herent in creative, democratic local administration, and to his own rights and duties in a life in which the human unit was increasingly prominent. This was a fertile field for growth of "The Playground for very Child; Recreation for All" movement.

City planning, up to the twentieth century largely concerned with street systems, began to examine into every phase of the communal life, and physical provisions possible for it; it promoted vitally, and was vitally promoted by, the recreation cause. This reciprocal action has been going on increasingly ever since.

The 25th Birthday of the National Recreation Association finds, therefore, the wave of public recreation development still crescent. Public recreation, publicly supported, may fairly be accepted as a part of the permanent living fabric of the social life of 1931.

What of 1956?

Let us dream of Happy City, where home life and play, and school and play, and work and play will find their ideal balance.

In Happy City *every child, until he is old enough to go to school,* will have a pleasant and safe place for play in the yard of his own home, where his mother may keep a watchful eye on him as she goes about her household duties. At farthest remove, he will play with a small group of intimates of his own age in a semi-private area separated from the other open spaces of the block interior by a screen of planting.

Every child of school age will make his own choices of physical recreation, in summer and in winter, under leadership, at a pleasantly designed playground in close proximity to his school, and within a quarter-mile of his home.

Every youth and every adolescent girl and

every young industrial and professional worker, at least to the age of 21, will have convenient access to a large, efficiently designed playfield, with stadium and swimming pool, where physical diversions are possible in great variety. He or she will have opportunity to sign up for year-round participation in programs of competitive sports under proper control, and to train for annual playdays when honors will be won before the vast audiences for which the stadium will provide.

In Happy City family groups as well as age groups will be familiar playing units. Every member of the family will find congenial diversion in the neighborhood park; in the waterfront parks; and in the large scenic areas that may be inside or outside the corporate limits, but will be within convenient transportation range. This will offer picnicking, boating, camping, and winter sports.

Promise of the Happy City which will afford all these advantages is inherent in some of the long-time planning programs of cities and regions; in the newer ideas of physical education and physical recreation; and in present trends towards such restrictions of private land development as will obviate the needless crowding together of private dwellings and the crowding out of yards and play areas.

But in Happy City, *this will be only half of the recreation program,* for here the Greek ideal will be cherished. The perfect mind will be developed consonantly with the perfect body; the development and the perfection of both for the adequate self-expression of the individual, will be the responsibility of the recreation department. In recreation centers which will be developed in conjunction with the system of outdoor play areas and indoor gymnasiums, all manner of cultural and avocational pursuits will be followed at the pleasure of young and old. These great centers will be libraries and museums for studies of the sciences and the arts; they will be also, and importantly, workshops where skill in the handcrafts may be gained and refined. For the purposes of this center, every element of the community will provide leadership; the skilled workman will bring his tools as proudly as the virtuoso his violin.

Let us look over the open country which we somehow dream of as environing Happy City, on some holiday, or Sunday, or on a long afternoon after the study or work of the day is over. Active play areas will be occupied. Groups accompanied by guides will flock over the wooded hills intent on the lessons of the nature trails; others will pass on their pilgrimage to the distant elevations where from the amateur astronomical observatories they may watch the stars rise; still others will be intent on sketching the landscape. Some will merely lie and watch the clouds float by, or tell old tales to a group of their mates. For, in Happy City, true democracy will be realized in the leisure time of the people, and each will express himself according to the spirit that is in him. What of 1956?

Development of Recreational Philosophy

By Clark W. Hetherington

BROADLY speaking, it is safe to say that previous to 1906 America had no positive philosophy about the social or educational values of play or recreation. There were recreational activities, but no national recreational ideals or philosophical principles or customs concerning recreation that were accepted by public leaders, social workers or educators. This was due in large measure to the fact that the people of the United States had come out of pioneer days without the conscious need for recreation or the opportunities to develop recreational ideals such as existed in Europe. Pioneer life itself carries with it the emotional stimulus, excitement, and strenuousness that put recreation to the side. But back of this pioneer influence, puritan ideals were distinctly antagonistic towards play. Seriousness was exalted; play was frowned upon. It was something to be feared. This deeply ingrained attitude had associated with it two other prejudices: the survivals of ascetic and scholastic attitudes. In the ascetic ideals the mind was exalted, the "body" debased—the "flesh" was the source of all evil. In the scholastic attitude the intellect was exalted; the emotions ignored. The subtle undercurrent of these prejudices in thought and feeling were powerful among social groups in proportion as they had cultural ambitions.

No one who was not of an age in 1906 for

(*Continued on page* 111)

Courtesy of Philadelphia Playgrounds Association

The formal type of physical education is rapidly disappearing

The

The play spirit has given physical education new vigor, a wider social outlook and emphasis on activities that will carry over to adult life.

IT was during the 1880's that Physical Education in the United States got off to its permanent start. Previously there had been sporadic developments of interests but there had been little sequence between them. In the 80's, however, a very definite foothold was gained in many of the colleges and universities, and the public schools also showed signs of becoming interested. The emphasis was largely a health and developmental one. Consequently, medically trained men and women comprised the staffs of the gymnasiums. Physiology, kinesiology, and anthropometry were put into practice with a vim. Exercises were adapted to muscles and joints, and mental processes were disciplined for the attainment of precision and conscious bodily control.

What might have been the status of physical education had it been permitted to steer this well-charted—if unadventuresome—course, is an interesting matter for conjecture. But unperceived social forces were gathering momentum and were destined soon to cause upheavals in almost the same manner as the "subconscious" becomes disturbing to the individual self.

One of these factors was the student revolt against formal discipline in exercise as expressed in the unexpected rise of athletics, an institution which has been aptly called the "one contribution of the student boy to American education." (President C. C. Little.) In sharp contrast to the Physical Education of the time, the athletic movement was filled with the wild vigor and abandon of youth, and, heedless of health and principle, was devoted to exercise not as an end in itself but as an expression of the competitive spirit and its concomitants.

At this time another social movement was just beginning to flower. This was the play and recreation movement, which as yet was concerned with little children and adolescents and with the problem of providing play spaces in crowded cities.

Athletic and Playground Exercise Different from Formal Physical Education

These two movements, the athletic and the playground, differed from formal physical education in that exercise was not thought of in

Contribution of the Recreation Movement to Physical Education

By E. D. Mitchell

Associate Professor of Physical Education, University of Michigan

health, curative and disciplinary terms, but rather as a wholesome outlet for exuberant animal spirits and as an expression of many intangible qualities such as school spirit, cooperation, courage, friendliness, and so on. To the college, athletics was an antidote to hazing, drinking, haircutting, and vicious pranks; to the municipality, play was an eliminator of juvenile delinquency. As the years went on, more and more the positive outcomes in education in social living, ethical principles, and success in life were sought and realized. In this scheme of things, health, to be sure, was not lost sight of, but rather it was incidental and often sacrificed to the goal of success.

With two such opposing choices, there could be but one alternative. It is human nature to crave self-expression. So athletics boomed; the playgrounds flourished; and formal physical education lost much of the ground it had gained. The lot of physical education in the face of such competition was also made harder by the fact that a prominent committee of the National Education Association in the 90's, while formulating the objectives of that powerful body, not so much as mentioned Physical Education. Consequently, school executives, always by circumstances forced to practice economy, did not feel called upon to promote something that seemingly would bring no credit to their schools and which had not been definitely advocated by the national body responsible for establishing standards and setting up objectives.

New Trends in Physical Education

Out of this situation, however, trends were to develop which completely changed the concept, program, and significance of Physical Education. The favored types of exercises, as evidenced in the recreation and athletic programs, began to find a place also in the physical education programs. Two new games, basketball and volleyball, began to be played in the gymnasiums. A new type of activity tests, mainly featuring track and field events, began to appear in addition to the older anthropometric chartings. Games taught wholesale on the playground began to be used in school yards and in classrooms. Even the hardened formalist could not resist the temptation at times to introduce a game or two and be rewarded by a lusty cheer. The whole physical

Informal play has a vital part in the modern physical education and health program of schools

Courtesy Playground Commission, San Francisco, Calif.

education movement became broadened — not merely in its curriculum, but in its objectives. To the health and disciplinary objectives of old were now added social, mental and moral objectives, vague possibly but at least wholehearted in their claims for recognition. This was the first and possibly the most important contribution of the recreation movement to Physical Education. Physical Education began to think of itself in terms of education and not as a thing apart.

Other contributions followed as a matter of course. Physical Education began to capitalize on the hold that the informal play and athletic movement had captured in the public imagination. It is not too much to say that the recreation movement created public sentiment for physical education equipment and programs. The recreation movement with its emphasis on all activities that are creative, and its later inclusion of adults within its scope, revolutionized the plans and use of school buildings. It was easier to obtain gymnasiums, play fields, and swimming pools, when the public was convinced that these expenditures would be justified by a constant use of them. The small community was more ready to bond itself for a gymnasium when it realized that this addition would be the community center for its social activities. A somewhat similar situation held true in the case of school athletics. As the athletic programs began to prosper and to enlarge their facilities and equipment, they were no longer left uncurbed. With faculty direction, their new buildings, fields, and funds began to be made available for universal use.

So we have informal activities in the required program; we have social and moral objectives added to health; we have physical activity a natural part of the child's growth and an integral part of education; we have adequate facilities and programs; we have community-wide use of schools. These are contributions of the recreation movement to Physical Education.

But these are not all.

By its early recognition of the inevitable outcome of the industrial age in the way of increased productiveness and shorter hours of labor, the National Recreation Association brought preparedness to the problem of "Education for Leisure." This is now so apparent to schoolmen as to be one of their major objectives, one of the *Seven Cardinal Principles,* and one of the leading editorial topics in current educational journals. This influence has been felt in Physical Education with the result that its programs have been shaped to include training for all in "carry over" activities that may be pursued vigorously and joyously after schooldays are over. It is recognized that many likings come only after the elementary skills are learned and that the early years are the strategic ones in this respect. As adult recreation comes more and more to the fore, so will physical education be extended in the comprehensiveness of its offerings.

Possibly it is a minor note (in comparison with the more far-reaching contributions) to mention that in the early days before the schools had playgrounds the public parks were made available for school demonstrations and athletic events. This situation still holds true in many places.

Possibly, too, of minor note is the fact that intramurals, in colleges and in the public schools, have borrowed from the playground systems many ideas for stimulating voluntary participation, particularly in the way of individual and group point systems, inexpensive ribbon and badge awards, and new games and attractive methods of organizing mass competition.

But it is decidedly not minor to remember that the National Recreation Association has, through its National Physical Education Service, rendered invaluable aid in securing state-wide legislation for physical education. Thirty-six states now have laws for physical education and the majority of these have state directors to assist in the promotion of the school program and to exert a restraining influence over some of the tendencies to excess in athletics.

All this development in enlarging the program of Physical Education has not been accomplished without difficulty. It was early pointed out in this article that play and athletics, containing as they do the realizations of so many fundamental human urges and expressions, can easily break the bonds of social direction and go to extremes. Their course was entirely contrary to that of the premeditated, precise, and clearly marked path of the early gymnastic and health type of Physical Education. Be-

(*Continued on page* 100)

Remember—

The June issue of "Recreation" will be the Year Book, official survey of public recreation statistics for 1930, as supplied by some 975 communities throughout the country. This issue will classify important new facts on types of centers, city expenditures for play, and the progress of leadership.

Municipal Recreation and the Public Schools

By James Edward Rogers

Director National Physical Education Service

Courtesy Recreation Dept., Oakland, Calif.

Outdoor sports for every child are replacing star teams in schools today

THE development of municipal year round recreation systems supported by taxation has had a marked influence on the public school systems in this country. That the provision for the play life of little children and for the recreational life of adolescents is a duty of public schools has now been recognized. Modern education today is much concerned with the task of education for leisure both for the youth and adolescent.

For twenty-five years the National Recreation Association has been preaching the philosophy that play is education—that the child grows and learns through wise play habits developed under trained leadership. It has advanced the idea that under modern mechanical industrial conditions of life, recreation is an ingredient of life, an integral item in the balanced ration of living which young and old should have, if they are to be happy, normal, efficient citizens.

In recent years this Association has pointed out the obvious fact that with the steady, rapid increase of leisure because of the shorter working day, space, facilities and programs must be made available for the wise and wholesome use of free time. Through its field service, lectures, meetings, congresses, conferences, bulletins, magazines, books, it has permeated the country with these concepts as to the importance of play, recreation and leisure.

Many national movements and organizations have felt and profited by this emphasis on these three vital factors in modern life. The schools have responded and are doing much to provide for play of the young, recreation of the youth and free time of adults. Schools are providing for adequate play space with programs under trained leadership. All new schools have large school playgrounds that are ofttimes used as part of the year round municipal recreation system. The trend is to have three to four acres for elementary schools, 5 to 10 acres for junior high schools, and 10 to 20 acres for senior high schools. This rapid growth in the number and size of school playgrounds devoted to community-wide use, is one of the progressive signs in modern education. Schools are also providing large adequate indoor gymnasiums and other facilities for play, sports, and athletics. The use of school buildings for community evening recreational purposes is growing in extent. The school programs in music, drama, art, are reaching out into the community. Schools are making community contacts through their extra-curricular programs and through the use of the school buildings by Parent-Teacher Associations, Boy Scouts, and similar groups. The school house becomes a real community center.

Large beautiful auditoriums are used for lectures, concerts and meetings. In brief, no up-to-date school building of any size is now being constructed without playgrounds, gymnasium, audi-

torium and other facilities, to be devoted to the recreational and avocational education of all.

One contribution made by the National Recreation Association directly to public schools during the last twelve years is the service rendered to state departments of education in the establishment of state physical education laws, and the appointment of state directors of health and physical education on the staff of the state superintendent of public instruction. In 1918 when the National Physical Education Service was established by this Association, only 11 states had laws and only four states had state directors. Today 36 states representing 90 per cent of the population have laws, 32 states representing 80 per cent of the population have state programs, and 20 states representing 70 per cent of the population have state directors.

By working through the State Departments of Education it is possible eventually to affect the play and recreation life of the 26 million school children in this country. For example in one state over 52 per cent of the school population is definitely enrolled in a state-wide play program. In 12 states over 50 per cent of the counties have play days and year round schedules of activities. It is estimated that these state departments now reach about 15 million school children. This has been a specific concrete contribution by this Association to education.

During the past four years this Association has worked on the formulation of a set of National Physical Achievement Standards which promise to be of nation-wide significance. Through the cooperation of a national committee of experts and national associations interested in the recreation and physical progress of American youth, a set of standards for the different age levels has been scientifically prepared that will provide a year round program in the development of skills in games, track and field events, gymnastic stunts and adequate sports. It is now possible to see what an eight, nine, ten year-older, etc., can do in these different events. We have furnished the educator with what he has been asking for for many years. We have given him a knowledge of what he can expect of boys in recreational activities, as we can in reading, geography, history and other school subjects. School administrators have been most appreciative. The potential values of this contribution to the play life and physical welfare of America can only be appreciated by a study of these standards.

The National Recreation Association has worked in close cooperation with the National Education Association. One of its staff members has served for four years as president of the Department of School Health and Physical Education of the N. E. A. The department's activities have reached out through the country and have materially helped local school systems in the development of their play, recreation, health and physical education program.

The Association has also been helping the National Commission on the Enrichment of Adult Life and one of its staff members is secretary of this Commission. The purpose of the Commission is "for the teaching profession to promote plans for the wiser use of extra or leisure hours just as it has in previous years promoted the movement for vocational efficiency. To promote the avocational is naturally the next step." This Commission is composed of about forty of the outstanding national leaders in education, industry, labor and social service. Every state has a commission similarly composed. There is a national program that is now functioning and through the state commissions it is hoped to reach the entire country.

The School Recreation Program is thus becoming a big factor in the development of the general community recreation program. It is recognized that the city government through their municipal Recreation Boards and the Park Boards through their recreational bureaus also have vital programs. The schools however have a unique opportunity because they touch the intimate life of every child and are in touch with every home.

Education today is not restricted to the three R's. So-called extra-curricular school subjects are now part of the regular school program. The arts are now flourishing in the up-to-date school. Every school has its orchestras, bands, its glee clubs, choruses. Rapid provision is being made for music, art, drama, nature study and other art activities. Concerts, exhibits and demonstrations of art, drama and music are frequently given during the school year. Schools are making provision for adult education not only through vocational teaching but informal education that has to do with the avocations of life. In brief, recreation leaders and the Association have initiated, promoted, organized and cooperated in helping the public schools of America provide for the play life of children, the recreational needs of youth, and the education of leisure for adults.

Changes in Playground Design and Equipment

By George D. Butler

National Recreation Association

A QUARTER of a century might well be expected to bring forth many changes and improvements in the physical equipment of a movement, especially during its infancy, and in this respect the playground movement is no exception. At the same time one is impressed by the insight and thoroughness which characterized many of the playground pioneers in their study of the problems of layout and equipment and of their relation to the entire play program. Although new and improved devices have been invented, a great variety of additional materials have been put to use, changing ideas of the function of a playground have affected its arrangement and use, and new games have become popular. To a large extent, the current principles governing playground design and layout resemble closely those worked out early in the century. Such changes as have been made, have been based largely on experience and on the changing life and interests of the people served.

Discussions of the playground in 1906 centered primarily around the school playground, which was generally of very meager proportions, the small municipal playground and the large community playground and athletic field of which the centers established by the South Park Commission in Chicago, were the outstanding example. These three types of areas are among the most important in the recreation system of today. The school playground is now frequently three acres or more in extent and the municipal or neighborhood playground, although intended primarily for children, is often of sufficient size to provide activities for all the family. The modern neighborhood playfield of 8 to 20 acres is similar in many respects to the early Chicago playgrounds and athletic fields.

Today's larger play areas have their apparatus grouped to serve varying ages and interests.

Perhaps no play standards have undergone a greater change than those with respect to the size of children's playgrounds In writing of schoolyard playground requirements in 1908, Mero

"A Model Playground" the pride of the community in 1908

states that the average space per pupil is perhaps 10 to 20 square feet, "except for the very newest schools in which up-to-date ideas have been adopted in this respect and the 30 square feet rule is followed as closely as possible." These "up-to-date" schools would be considered exceedingly out-of-date today when the accepted standard for an elementary school site is at least five acres. There has not been a corresponding increase in the space standards for adult play areas although many cities today have playfields or athletic fields comparable in size to the few but widely known areas developed twenty-five years ago.

Definite trends may be noted in the general layout and space uses of playgrounds over a period of years. Due perhaps to its limited size, a considerable proportion of the early children's playground was devoted to apparatus which accommodated large numbers on a small area. The added space available today is devoted primarily to organized games and group activities. There is a present tendency to set aside a section for the exclusive use of children up to six or seven years of age, whereas in the early days the children under ten years of age were cared for in a special area. Three separate sets of apparatus were often provided, one for the pre-school group, another for the older girls and third for the older boys. Today, however, it is becoming a common practice to provide one general apparatus area which is used by both boys and girls, primarily from seven to 12 years. In many of the early playgrounds the apparatus was either massed in the center of the playground or was set up along the entire border. Today the tendency is to concentrate the apparatus, leaving the center of the playground free and enabling game courts such as basketball and volley ball to be laid out along the boundary fence on one or two sides of the area. Except in large playgrounds where separate areas are provided for the games and play activities of the older boys and girls, the use of game courts and other spaces by the two groups is determined largely by the program. The older boys and girls were generally separated by a hedge or fence in the early playfields. A feature of many recent playfield plans, which one looks for in vain in the areas planned early in the century, is the sports field or play area for older girls and women, providing facilities for such games as hockey, soccer, playground ball, archery and field sports. Although the early plans provided ample sports areas for the older boys and men, the demand for such areas for the other sex is comparatively recent.

Playground apparatus, recognized today as an important feature of every children's playground, played a big part in the planning of the early playgrounds. Changing opinions on particular types of apparatus can perhaps be illustrated most effectively by quoting from a group report on Playground Equipment submitted in 1910, and from a report on Standards in Playground Apparatus adopted in 1929. Since the earlier report was more inclusive, only the items of apparatus are listed here. The following lists were recommended in the 1910 report (the items indicated by an asterisk were in the *essential,* and the others in the *ideal,* list):

GIRLS OF ALL AGES AND BOYS UNDER TEN YEARS

* 4 sand courts, 8 x 16 ft.
* 12 rope swings, approximately 10 ft. high
* 2 sliding boards
* 4 giant strides
* 6 teeter ladders

An aerial view of the layout features of an athletic field in the South Park System, Chicago

Courtesy So. Park System, Chicago

Two sixty-foot and two ninety-foot lighting towers turn night into day for football games at Knox Athletic Field, Johnstown, New York

2 sets (5 rings in each set) traveling rings
8 sets flying rings
4 climbing ropes
4 climbing poles
4 vertical ladders
4 inclined or slanting ladders
6 teeter boards

FOR BOYS AND YOUNG MEN

* 4 rope swings
* 3 horizontal bars (1 low, 1 medium, 1 high)
2 sets (5 rings in each set) traveling rings
* 4 sets flying rings
* 2 trapezes
* 2 giant strides
* 4 climbing ropes
* 4 climbing poles
4 vertical ladders
4 slanting ladders
2 teeter ladders
1 buck
1 horse
1 parallel bar

The following items were recommended by the committee of recreation executives in 1929:
For pre-school age children (under 6 years):

Chair swings (set of 6)
Sand box (in 2 sections)
Small slide
Simple low climbing device

For children of elementary school age (6-12 years and older):

Swing—frame 12′ high (set of 6)
Slide—8′ high (approx. 16′ long)
Horizontal ladder
Traveling rings or giant stride
Balance beam
See-saws (set of 3 or 4)

Optional—if available funds, space and attendance justify:

Horizontal bar
Giant stride or traveling rings (whichever is not provided above)
Low climbing device

It is evident that much of the gymnastic apparatus which gave to the early playgrounds the name of outdoor gymnasia is now regarded by many recreation leaders as more suitable for indoor than outdoor use. The teeter ladder has practically disappeared from the public playground and the buck, horse, and parallel bars are seldom found in the newer areas. It is also of interest to note that the only new pieces of apparatus in the lists are the horizontal ladder and the low climbing device (which is known as the Junglegym). A great number of new devices, many of them adaptions of the older ones, are now available from the manufacturers. Although under certain conditions they serve a useful purpose, the old and tried types are gen-

(*Continued on page* 105)

White House Anniversary Meeting

(*Continued from page* 59)

er "rivals diplomats in their own methods, but meantime is the wheel horse of the recreation chariot in its imposing progress." The drama and the music services of the association were reviewed by F. S. Titsworth. "Nothing can take the place of drama in a recreation program," he said.

Girls have been neglected in provision for recreation, said Mrs. Edward W. Biddle, of Carlisle, Pa., reading a report for Mrs. Charles V. Hickox, of Michigan City, Indiana, who founded the association's department of field service on recreation activities for women and girls. "An athletic tradition for boys has been built up," she read, "but until recent years the athletic program for girls has been more or less haphazard." Carl E. Milliken, former governor of Maine, presented a comprehensive statement of recreation needs, including more land for playgrounds and parks, the beautification of playgrounds, increase of forest areas, legislation in many states, superior training opportunities for leadership, more leadership in rural districts, and selection of leaders on the basis of ability rather than because of political service.

Looking to the Future

The varied economic advantages of public recreation were summed up by Austin E. Griffiths, former justice of the Superior Court in Seattle, Washington. F. Trubee Davison, besides speaking for the War Department, presented a paper calling for securing more land for all types of recreation areas both within city limits and nearby. "Many playgrounds have been donated, but now, in part as a result of William E. Harmon's efforts, it is commonly recognized by subdividers that playgrounds in new subdivisions are a good business investment just as important as streets."

"A new culture may come in America if there can be full freedom for creative use of the spare time of the nation," declared John G. Winant, Governor of New Hampshire, whose paper was submitted in his absence. "The careful training of children for the recreational use of leisure will progressively, generation by generation, affect not only the social life but the music, the drama, the art and the sport of the entire nation," he stated. Others present were: Mrs. Arthur G. Cummer, Mrs. Charles D. Lanier, Robert Garrett, and Frederick M. Warburg, of the board, and H. S. Braucher, secretary. —W. W. P.

World at Play

Awards Made in Philadelphia.—The presentation of awards was an occasion heralded with great acclaim by those attending the centers maintained by the Bureau of Recreation, Department of Public Welfare, Philadelphia, Pennsylvania. Funfield Recreation Center was the scene of the presentation on January 20th, and a program of music, tumbling and clogging, added interest. The Bureau classifies all the recreation centers under its jurisdiction into three groups according to the facilities of the particular center, and points are awarded the centers for participation and for the winning of various honors in the activities conducted by the Bureau. A perpetual plaque is presented each year to the winner of every group. A banner is given each month to the center in each group earning the largest number of points for that period. Activities range from athletic games to singing and drama.

The Appalachian Trail Conference.—The fifth annual Appalachian Trail Conference will be held under the auspices of the Smoky Mountains Hiking Club, June 12 to 14, 1931, at the Mountain View Hotel, Gatlinburg, Tennessee. Plans for the conference meeting include hikes and motor trips in the Great Smoky Mountains National Park and vicinity. Information regarding the meetings may be secured from Professor H. M. Jennison, University of Tennessee, Knoxville, Tennessee.

Rodeo Delights Boys in Louisville.—Eighteen hundred and seventy-five boys, ranging from the ages of 10 to 15, took part in the rodeo activities on the playgrounds. The State Fair Board sent an expert cowboy who taught lariat throwing on the various playgrounds different days of the week. The boys who succeeded in perfecting the art were given a ticket to the State Fair and allowed to take part in the grandstand activities. It was an interesting late season activity, and of course the boys greatly enjoyed playing they were cowboys with the expert.

"It is sound, common sense to provide for amusement and recreation for the people of a community under the best of conditions. Free public recreation becomes an imperative necessity in times of stress."—*Oglebay Institute Bulletin.*

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A New Unit for the Lighting of Outdoor Recreational Areas--

MAKE your outdoor recreational areas available at night to those who can not take time off during the day. Make night playing as free as under the noonday sun.

The new Benjamin Play Area Floodlight, No. 5752, meets every requirement for the modern lighting of outdoor sports and recreation, ground areas, apparatus and the area over the playing field.

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Contribution of Recreation

(*Continued from page 92*)

cause of this, many restraining influences have had to come into these movements to correct evils which might have been avoided with careful forethought. One error well nigh resulted disastrously: the early objective of Health was almost lost sight of by the informal movement in its stress on self expression and the social and moral objectives. This was most grave, in view of the fact that the Physical Education Department was in reality the only school department entrusted with the responsibility of the health of the students. The consequence was a rival movement, the Health Movement, which has arisen within practically the last decade, and which in some places has usurped the place of Physical Education. In most instances, however, a happy reunion is being effected by means of the combined title Health and Physical Education, with *Health* and *Physical* used in the adjective sense. With this combined department linked together in a happy administrative plan, the physical, mental, moral, and social aspects of Physical Education activity all get full recognition, and the medical approach (which well nigh disappeared under the earlier enthusiasm of the informal movement) is back again in a very wholesome health education and health service capacity.

In conclusion, the contributions of Recreation to Physical Education are not yet ended, because the health, physical, and recreational program of schools and communities are now finding their best interests realized by wholehearted cooperation with each other. There are certain "core" objectives which all share in common. *All aim for the healthy and happy child and citizen.* To this end the *health* program contributes certain health teaching, health habit acquiring, and health remedial service which the others would neglect; the *physical education* program stresses activity as an educational process, with health, mental growth, and character as outcomes of properly graded and directed programs; and the *recreation* movement gives an emphasis—otherwise lost—in its leisure activities which are strictly not health or motor, namely, pageantry, story telling, nature study, scouting, music, dramatics, quiet games, mixer games, and the like. "All for one and one for all" would happily describe the relation of these three divisions—all striving for a common aim.

Park Recreation

(*Continued from page* 84)

scape recreation parks. The early planners would be no less amazed at the organization of a modern park department and at the varied personnel. They would be familiar with the engineering, landscape gardening and material maintenance personnel but entirely unfamiliar with the numerous office employees and activities personnel comprising playground supervisors and leaders, municipal athletic directors, community center directors and assistants, nature study leaders, community music and dramatic directors, handcraft instructors, swimming instructors, golf managers and instructors. Budgets for maintenance and operation have greatly risen during the past thirty years in nearly all the larger cities of the country. Park departments have become large business organizations as well as widely varied human service institutions. A new type of chief executive has appeared—a type distinguished by business organzing ability, knowledge of personnel practices, and sympathetic, keen insight into the leisure time needs of the people.

In a small city in the middle west there is a park comprising about seven hundred and fifty acres that in design, construction and operation is prophetic of what parks and park systems will more and more become in the future. In this single park there is a physical activities center comprising an eighteen hole golf course, ball grounds, and other games facilities, a riding academy, swimming pool and ten miles each of hiking and riding trails; fine arts, natural science, community dramatics, community music, social recreation, handcraft art, family camp and camp conference centers. There are also numerous picnic centers, and a garden center for instructing the people in plant materials, care of plants and in landscape design. Forest plantations comprise several hundred acres. This park is a paradise of beauty and at the same time provides opportunities for the expression of most of the major human interests.

Thus in the course of the evolutionary development of parks and park departments they have ceased to represent outstandingly a single great art as in the beginning, and have partially become, and will more fully in the future become institutions for the promotion and fulfilment of the art of living, which comprises all the arts and more. In meeting the demands of the new age of wholesale leisure they will inevitably take their place in the structure of organized society as institutions second to none of the great institutions which have promoted the physical well being, enlightened the mind, inspired and enheartened the spirit and promoted the general happiness of mankind.

A-A, friends (pronounced Aye-Aye), and meaning Good Morning, Good Day or Good Evening, as, if and when. Don't forget, you met me at the Annual Recreation Congress.

ON THE LEVEL, when you bought that Automobile, did you buy a 1925 Model? No! Why not? It was satisfactory, wasn't it? Oh! you wanted the latest. Sure, better lines, better details and probably less cost. That's sensible, you bet.

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Will some one answer this question for me? No kidding. Why do so many Recreation Superintendents, Commissions, etc., think their duty and responsibility is to local inexperienced professional talent, rather than to the public, who has given and entrusted to them an amount of money to spend (i.e, for a swimming pool) in an economical and judicious manner? ON THE LEVEL, a lot of them do, but why?

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"I would insist that the man who spends four years in our north country here and does not learn to hear the melody of rustling leaves or does not learn to love the wash of the racing brooks over their rocky beds in spring, who never experiences the repose to be found on lakes and rivers, who has not stood enthralled upon the top of Moosilauke on a moonlight night or has not become a worshiper of color as he has seen the sun set from one of Hanover's hills, who has not thrilled at the whiteness of the snow-clad countryside in winter or at the flaming forest colors of the fall—I would insist that this man has not reached out for some of the most worth-while educational values accessible to him at Dartmouth."—*Dr. Ernest M. Hopkins,* president of Dartmouth College.

Amateur Arts in a Machine Age

(*Continued from page 68*)

a group that is building telescopes to study the stars. Inventors, writers, engineers, lawyers, housewives and business men belong to these nature study groups.

In the near future the Workshop plans to hold classes in pottery, sculpture, and scene painting.

It seems to me that there are two points on which many of us fail to agree and on which the success of this type of recreation program depends.

The first is the recognition of adult leisure. In the confusion of present day living it is difficult to feel that we actually have time to do any of the things mentioned. We *do* have the time, providing the interest is sufficiently deep, the challenge sufficiently strong to stir us to make a place for it. If we want to do any one thing strongly enough, we can easily clear out a number of less important things. It is a matter of choice.

The second point is the matter of standards. There is no challenge to further effort if we do not keep our standards high. We do not learn mountain climbing by walking on a level pavement. A program in music, drama or the graphic arts will not live if, as has been so often said, we start with the "popular demand" or the "popular taste." I believe that every normal human being has a deep seated hunger for the best that life has to offer. Let us in all humility offer the best in our programs. We are snobs if we feel that we must stoop to levels beneath us and gradually work up. The arts, like the "sun, moon, and stars, brother," and "likewise the wind on the heath," belong to all of us.

A choral group, singing real music, starting with twenty members and ending with two hundred is a far greater achievement than a community sing starting with four thousand singing jingles and ending where it began.

In the arts, let us be true to the best that is in all of us. Let us avoid imitations and choose those things that present the greatest challenge, an awakening of the deepest interest, not those that attract the greatest numbers. Tin foil, tinsel and tissue paper do not lead on to greater development. A decorative merry-go-round of outside trimmings can never develop interests that make us glad to be alive.

A person painting a landscape is doing something more than making a picture on canvas. He is experiencing a deep communion with nature, his eyes are open to colors that he never knew existed, he is creating something that is essentially his own and at the same time, he is establishing an understanding, however small, with all the painters since Giotto. He can never afterward see a master's painting without a thrill of fellow feeling and an urge to greater effort to create and understand. Can we expect such results from copying pictures and pasting colored paper on jam jars?

Recreation directors have high ideals and high standards in athletics. They do not start people off with just any old stroke in swimming because they "like to do it that way." Isn't it just as important that we keep our standards high for all phases of our recreation program and isn't it important that our recreation programs should include all phases?

As our developing programs are a constant challenge to us who are workers, they should be an even greater challenge to those for whom they have been planned. In the words of the good, grey poet: "It is provided in the essence of things that from any fruition of success, no matter what, shall come forth something to make a greater struggle necessary."

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Early Days of the Playground Association of America

(*Continued from page 72*)

addresses carried the gospel of play to a great many audiences.

There is evidence that a very real service was rendered the new movement by its first secretary, Dr. Henry S. Curtis. Dr. Curtis showed much originality in suggesting possible lines of activity. He gave considerable time to interviewing individuals and explaining the possibilities of the new movement to them. He never wavered in his faith as to what the new movement might become. He gave generously of his time to the problems of the new Association.

The Association owes much to the charm and personality, the solid faithful work, the energy, and enthusiasm of Lee F. Hanmer, who served as the first field secretary. Mr. Hanmer traveled many thousands of miles over the country meeting with local groups and helping them with working out local problems. Fifteen years after the early trips of Mr. Hanmer, many communities were still showing the influence of the early contact with him.

Dr. Seth Thayer Stewart as a volunteer gave most generously of his time and his ability as editor of THE PLAYGROUND for three years. He also served as Chairman of the Executive Committee of the Association. Dr. Stewart had great faith in the future of the national movement and was ever ready to help.

The Playground Association of America owed much to the sympathetic and understanding cooperation of the leaders of the Russell Sage Foundation. At the time of the Chicago Play Congress, Robert W. DeForest of the Russell Sage Foundation sent Lawrence Veiller to report on the possibilities of the new movement. Mr. Veiller was particularly impressed with Dr. Gulick's leadership and in his report to Mr. DeForest urged strongly that financial aid be given to the new movement. As a result of Mr. Veiller's report and the favorable consideration given to it by the Russell Sage Foundation, Dr. Gulick was employed by the Foundation on full time and authorized to use part of his time to serve as President of the Playground Association of America.

Foundation leaders felt that the Association should develop its own members and contributors and its own financial support. The Russell Sage

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Foundation agreed to underwrite the cost of a brief financial campaign to secure support for the Association. Mr. John M. Glenn, Director of the Foundation, has stated that this is one of the best investments which the Foundation ever made. At the same time the Foundation contributed all of the time of Lee F. Hanmer from November, 1907, until June, 1909, and much of the time of Luther Halsey Gulick from November, 1907, until June, 1910. The records of the Association show that on November 15, 1907, Lee F. Hanmer was elected field secretary of the association.

The first annual Congress of the Association was held in Chicago, June 20-22, 1907. This meeting had a most unusual quality of vitality, freshness and enthusiasm. Though the number of delegates attending was small, the spirit was such that a very unusual interest was given to the meeting.

It is clear that the time was ripe for the new movement; that the country is greatly indebted to the individuals who had an active part in shaping the policies of the new Association and giving power to them.

One cannot read the early history without feeling that a very large number of individuals throughout the country were waiting and eager

to respond to the leadership provided and that after all, the Association has never been the work of one or two or three individuals, but has been the expression of something deep in the nature of America herself; that the early leaders helped to give conscious expression to a movement for which many had been longing.

Changes in Playground Design

(*Continued from page 97*)

erally considered most suitable for public playgrounds. The popularity of such apparatus and its proved value has resulted during the last quarter century in its installation in countless private play areas such as at homes, apartment houses, settlements, schools and churches.

Marked improvements have been made in the construction of apparatus, resulting in greater safety and longer use. In the early days wrought iron pipe threaded and joined with "T's" and "L's" was in common use. The weakening of the pipe due to the threads and to the resulting rust, has been eliminated by the present day use of galvanized steel pipe which is joined by various types of fittings which are bolted securely to the pipe. The clumsy and not too durable materials formerly used in suspending swings, rings and other apparatus from the frames have been replaced by roller bearing drop forged and rust proof hangers and clamps. The use of aluminum for rings and grip handles on the giant stride and of other rust proof materials are typical of the efforts of manufacturers to contribute to the safety and durability of their apparatus. The use of wooden frames and supports and of rope for suspending apparatus, so common twenty-five years ago, has been almost entirely abandoned in favor of more durable materials.

In the smaller playgrounds of a quarter century ago although a space was generally allowed for games, often no special courts were laid out for such games as basketball or volley ball. Today, however, one or more game courts are considered essential. In the large centers, special areas for many of the team games now played were provided but the following game areas now frequently found in playgrounds and playfields were seldom, if ever, included in the early plans; field hockey, volley ball, paddle tennis (a new game), handball, soccer, roque, shuffleboard, archery, horseshoes, clock golf and bowling. During the last decade there has been a tremendous increase in the number of tennis courts.

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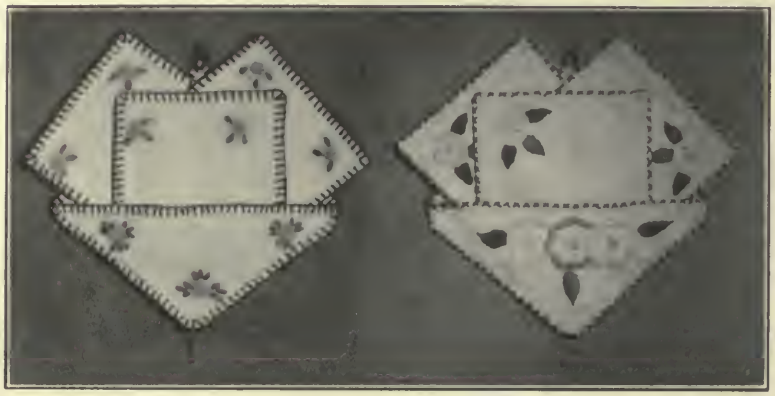

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How It Began

(*Continued from page 71*)

gates assembled with President Roosevelt at the White House in accordance with arrangements which had been made through Mr. Charles F. Weller. Dr. Luther Halsey Gulick spoke in behalf of the assembled delegates and President Roosevelt responded, emphasizing particularly the necessity of giving the children a considerable measure of freedom in their play.

During the first two years I had charge of raising all the money that was necessary to carry the Association, and also of the program of the two first annual meetings.

Supt. Seth T. Stewart, Chairman of the Executive Committee was very helpful throughout, and undertook the publication of the PLAYGROUND MAGAZINE on his own initiative.

In order to secure a good representation of City Officials at our first Congress in Chicago, I wrote a letter to the mayors of all the principal cities, asking that they send a delegate to this meeting. This letter was signed by President Roosevelt and gave us our first general recognition from the country at large.

In making arrangements for the first annual meeting in Chicago, a group called together through the assistance of Mary McDowell later resolved itself in the Playground Association of Chicago, and as such functioned for a number of years.

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Public Recreation and Leisure

(*Continued from page* 86)

request from the people bond authorizations for capital expenditures.

The duties of the Commission or Board should be not only to meet present day needs and plan for future needs in the acquisition and improvement of lands and buildings for physical recreational uses throughout the year, but to conduct a program that covers the field of all cultural recreational activities, so that the desire of man to sing with his fellows, to play instrumental music with his fellows, to act with his fellows, to dance with his fellows, to paint, to compose, to sketch, to collect, even to walk and commune with himself in quiet places away from a world of machines, noise, and ugliness, is given opportunity of fulfilment and expression.

Why wait longer to realize on an investment through which life in our country may so be lived that it will yield back to all of us, rich and poor, those satisfactions that only man's intelligence and common action can mine from underneath the surface of an existing environment—the only satisfactions that make life worth living.

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Play and Printer's Ink

(*Continued from page 76*)

istence to the interest aroused in groups of citizens by these pleas for the right of children to play.

The literature of the recreation movement has greatly increased in the past two decades, and today the Association has on its list of publications such books as *The Park Manual,* a study in two volumes of the municipal parks of the country, *County Parks,* a survey of county parks, *Play Areas—Their Design and Equipment, Community Drama, Community Music, Handcraft,* a number of city surveys and research volumes. But this new and more extensive library contains nothing more basic, nor is there any sounder philosophy, than that to be found in the pamphlets which laid the foundation for the present day literature in the leisure time field.

To Clark W. Hetherington and his committee the leisure time movement owes a debt of gratitude for the *Normal Course in Play* which represented the first attempt at scientific and comprehensive training of recreation workers. This syllabus is still being effectively used in normal schools and colleges.

A study of the early Year Books discloses much that is interesting. The first Year Book, published in 1907, was compiled by Leonard P. Ayres, then associated with the Russell Sage Foundation and now vice-president of the Cleveland Trust Company, whose statistics and predictions regarding the economic situation in America are so widely quoted and used. The accuracy of recreation statistics is sometimes challenged, but we can feel certain that in 1907, 57 cities of 100,000 population conducted playgrounds because we have Colonel Ayres' authority for the statement! In the interest of history, however, Colonel Ayres' statement should perhaps be recorded to the effect that "in some cases the information published is not to be trusted as absolutely "correct." (Colonel Ayres was a prophet, even then!)

They were distinctly "good old days" of experimentation, of pioneering, of planting seed and watching it grow, pulling it up sometimes to see why it wasn't growing faster! And this old timer counts it a rare privilege to have had a small share in it all.

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Message of Ralph T. O'Neil

(*Continued from page 75*)

bring out various publications, the most recent of which is "Playgrounds and Recreation for Your Community." This has inspired action on the part of Legion posts, showing them how to go about handling their own problems in this regard.

Frequently Legion posts have invited representatives of the association to cooperate in developing community recreation plans, and the field workers of the association have been aided by our local Legion organizations throughout the United States.

Our ideals, in many respects, rest on a common ground, enriching community life, instilling the sense of individual obligation to one's community, and promoting health and principles of good citizenship in the minds and hearts of our children and their parents. It is my sincere desire that the steady progress, which has been enjoyed in this work by the Legion, due to the splendid and wholehearted cooperation of the National Recreation Association, will be continued.

Ralph T. O'Neil,
National Commander,
The American Legion.

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Child Welfare, March 1931
- Leisure and Living, by J. W. Faust
- Physical Illiteracy, by James Edward Rogers

The Parents' Magazine, April 1931
- Making Play of Exercise, by Zella Van Ornum Glimm
- Playthings in Review, by Janet M. Knopf
- Books for Boys and Girls, by Alice Dalgliesh

The Architectural Record, February 1931
- Stadium Planning and Design, by Myron W. Serby

Child Welfare Magazine, April 1931
- Shall I Send My Child to Camp? by Ada Hart Arlitt
- What Is a Children's Museum? by Catherine C. Leach

Boys' Club Round Table, March 1931
- This issue is devoted almost entirely to various phases of camping for boys.

The Grade Teacher, March 1931
- Our Puppet Show, by Gladys H. Smith

The Survey Midmonthly, March 1931
- A Possible Justification of Research, by Joseph Lee

Southern City, March 1931
- The Status of Recreation in the South, by P. F. Witherspoon
- Southern Strides in Play, by M. Travis Wood
- Municipal Recreation Center Houses in Texas
- Building a City's Recreation Department, by Will H. Mayes
- Play Program Should Be Year Round, by Ralph F. Lamar
- Your City and Recreation, by W. E. Bowers

Scouting, March 1931
- Stunts in Knifecraft, by E. J. Tangerman
- How to Build a Model Duration Cabin Monoplane, by H. S. Coffin
- How to Make a Model Napoleonic Coach

Parks and Recreation, April 1931
- Design of Leominster Playground, by Herbert J. Kellaway
- Relief of Unemployed by Work on State Parks and Forests, by Wilbur L. Cross
- Thirty Years of Park Golf Operation, by V. K. Brown
- Tennis Problems
- West Chicago Playground Plans
- The Scope of Sound Systems in Parks and Amusement Resorts, by H. G. Cisin

The American City, April 1931
- "Our Best Playground Idea"
- Why Almost Every One in Minneapolis Plays, by Charles E. Doell
- Recreation Development for Unemployment Relief
- Shall Play and Recreation Centers Be Operated on Sunday? by C. A. Emmons, Jr.
- A Municipal Orchestra in a City of 60,000—Irvington, New Jersey
- Junior Safety Cadets Make Fine Record—Milwaukee
- Continued Progress of Pioneer Playground System—Chicago
- Kenosha Uses Underground Sprinklers in Public Parks
- Lighting for Night Tennis in Public Parks
- Tennis—Court Lighting in Newark, New Jersey, by Nelson A. Kieb

PAMPHLETS

Louden Playground, Gymnasium, Beach and Pool Equipment, Catalog for 1931 listing new equipment and improved apparatus. J. E. Porter Corporation, Ottawa, Illinois.

Director's Report Summer Playgrounds, Royal Oak Township 1930

Directory of Settlements, Published in *Neighborhood* December 1930

Recreation Legislation

(*Continued from page* 81)

Perhaps the most important need in the field of state legislation for development of local recreation is a thorough personal study in the states themselves of all existing powers, no matter in which code they may exist, which localities have to develop public recreation service.

In this connection it would be necessary not only to know the state law but the more important state supreme court decisions interpreting these laws, particularly those of a general nature where powers are not expressly stated and therefore not always generally used. An example of the importance of this is evidenced by the situation in Kansas where several supreme court decisions defining the term "park" include within the meaning of "park" such recreation areas as playgrounds, swimming pools, athletic fields, golf courses, and so on.

Upon completion of such a study it would then be possible to determine the legislative defects in the various states and to draft a bill in each state which would correct such defects and bring to the localities the full general powers which it is generally recognized localities should now have for the development of public recreation. This would help to correct a somewhat general present practice on the part of individual localities to have piecemeal laws passed from time to time to meet some particular current local situation to the confusion of the general legislative situation.

Recreational Philosophy

(*Continued from page* 89)

mature thinking about social phenomena can have any conception of the breadth and depth of these prejudices—the common attitudes of the most intelligent classes. Lawyers, doctors, professional men in general and school men in particular thought in terms of "work" or so-called "serious" efforts. Play was plainly a waste of time and of value only to let off "surplus steam." Even after the Playground and Recreation Association began its promotional campaign, the prejudices against its objectives were frequently voiced with violences, sneering contempt, and sometimes cruel personal thrusts. Only by the presentation of facts which no one could ignore were the attitudes of people interested in social problems and then of the more intelligent and influential people changed.

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Book Reviews

THE ART OF DIRECTING PLAYS. D. C. Ashton. Eldridge Entertainment House, Inc., Franklin, Ohio. $1.50.

In this little volume it has been the purpose of the author to present the intricate mechanism of play production in the most simple and practical way possible. The book is designed primarily to aid directors of little theatres and of school organizations, and it presents answers to innumerable questions on the subject of directing which have been brought to the attention of the author.

ART IN THE ELEMENTARY SCHOOL. Margaret E. Mathias. Charles Scribner's Sons, New York. $2.50.

For all interested in creative art and in fostering and developing the child's natural impulse to express his feelings about his experiences through the use of materials, this book will prove exceedingly helpful. Many of the children's drawings are reproduced.

STAGE SCENERY AND LIGHTING. Samuel Selden and H. D. Sellman. F. S. Crofts and Company, New York. $4.50.

Heralded as the most comprehensive and practical volume on the technical problems of the stage which has yet appeared, this book is of value to the most experienced theatrical technician and the amateur. Mr. Selden, associate director of The Carolina Playmakers, University of North Carolina, has prepared the material on scenery, while Mr. Sellman, technical director, University Theatre of the University of Iowa, is responsible for the material on lighting.

SONGS FOR CAMPS AND CONFERENCES. National Board of the Young Womens Christian Associations of the United States. The Womans Press, 600 Lexington Avenue, New York. $.10.

Seventy-six songs, including a number of folk songs and spirituals, appear in this sheet. Unless otherwise noted, the music for all the songs will be found in the Y. W. C. A. Song Book.

THE TEACHER IN THE NEW SCHOOL. Martha Peck Porter. World Book Company. Yonkers-on-Hudson, New York. $2.00.

In the new conception of education which is based on the child's abilities, interests, emotions, physical equipment and his adjustment to the social group, the role played by the teacher is of vital importance. *The Teacher in the New School* is a detailed study of the teacher's part in organizing material and conducting classwork in harmony with the principles of child centered schools. It describes the essential methods and underlying procedures based on children's interests and needs so that other teachers may adapt these procedures to their local school situations.

CAMPING AND EDUCATION. Bernard S. Mason. The McCall Company, New York. $3.00.

This volume, dealing with camp problems from the campers' viewpoint, was awarded the prize offered by the Redbook Magazine for the most constructive and creative contribution to the theory and practice of organized camping. It discusses such problems as character effects of camping, camp control, leadership, methods of programming, and camp activities. A comprehensive bibliography is given and there are a number of illustrations and tables.

BIENNIAL SURVEY OF EDUCATION IN THE UNITED STATES 1928-1930 (Chapter X. Hygiene and Physical Education). Marie M. Ready and James Frederick Rogers, M. D. Government Printing Office, Washington, D. C. $.05.

These advance pages (Volume I.) tell briefly of the findings of a study of hygiene and physical education made by the Office of Education.

THE ARCHITECTURAL RECORD—March, 1931. F. W. Dodge Corporation, 115-119 West 40th Street, New York. Single copy $.75.

Play Areas in Apartment Houses is an interesting and practical article appearing in the March issue of *The Architectural Record*, which in recent issues has had a number of articles of interest to recreation workers.

POPULAR HOMECRAFT—The Homeworkshop Magazine. General Publishing Company, Incorporated, 737 North Michigan Avenue, Chicago, Illinois.

Popular Homecraft is a new bi-monthly magazine whose slogan is "Build It Yourself." Families in which the homeworkshop occupies an important place will find exceedingly helpful this magazine with its practical suggestions for making articles of all kinds from copper match box holders to step-down transformers. The cost of a year's subscription is $2.00.

COPING SAW WORK. Ben W. Johnson. The Manual Arts Press, Peoria, Illinois. $.40.

This manual for teachers and leaders in handcraft activities has practical suggestions to offer recreation workers.

Colonel Michael Friedsam

In the death of Colonel Michael Friedsam the National Recreation Association has lost a real friend and supporter. For a number of years he contributed personally to the Association's work. In more recent years, as President of the Altman Foundation, his interest and support were enlarged.

The Association thought of him as an "understanding friend." In the breadth of his interests a large space was reserved for those activities promoted for the enrichment of life. He understood thoroughly how much the wise use of leisure could contribute to this purpose and supported generously agencies working toward this end.

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RESOLUTION

Presented by William Butterworth, at That Time President of the Chamber of Commerce of the United States, and Adopted at Twenty-fifth Anniversary Meeting, White House, Washington, April 13, 1931

Whereas it is estimated that the annual crime bill of the United States is $10,000,000,000 or more, and

Whereas it is reported by responsible medical authorities that diseases of the heart and nervous system are rapidly increasing under the strain of modern life, and

Whereas there are 338,000 insane individuals in the public institutions of the United States with an annual maintenance cost to the taxpayer of $169,000,000, with the number rapidly increasing each year, and

Whereas there are 10,000 children under 15 years of age killed each eighteen-month period by automobiles, and

Whereas there are 200,000 children arrested annually in the United States for juvenile delinquency, and

Whereas the White House Conference on Child Health and Protection reports that there are 45,000,000 children under 18 years of age in the United States and that these children spend a startlingly large per cent of their time outside the school and home, and

Whereas mental and physical health, safety, good citizenship and normal living are well nigh impossible without wholesome and adequate recreation,

Therefore be it resolved: That the National Recreation Association at this twenty-fifth anniversary meeting reaffirm its former vote that a foundation or limited period endowment of not less than $10,000,000 is needed for the national recreation movement; that

For all that is involved in preparing nationally for the recreational use of the larger leisure which is coming so rapidly in industry.

For the training of volunteer and professional recreation workers through the graduate school and its extension service.

For research in the leisure time and recreation field.

For assistance to educational authorities.

For study and service in the training of school leaders in recreation.

For assistance in training rural leaders in recreation.

For work on the land and water problems involved in providing for the future needs of the population of the United States along recreation lines.

For all these services there is need either for an endowment of $10,000,000 or the provision of a stabilization fund which would guarantee an assured income of not less than $500,000 a year for the next 20 years.

That no organized drive be undertaken to secure this fund, but that effort be made to bring this need to the attention of the men and women in America who at the present time are considering bequests and the establishment of foundations and endowments and trust funds for essential national services to humanity not yet adequately financed.

The Community Recreation Year Book

The Year Book of the National Recreation Association is a report of the public recreation facilities, leadership, expenditures, and programs of American municipalities. It is primarily a statement of community recreation activities conducted under leadership and of facilities used chiefly for active recreation. In order to be included in the Year Book, a city must report one or more playgrounds or indoor recreation centers conducted under leadership or a major recreation facility such as a golf course, swimming pool or bathing beach, the operation of which requires regular supervision or leadership.

The Year Book contains reports of such recreation facilities and activities provided by many municipal and county park authorities. It does not include, however, all types of park service. Recreation programs provided by industrial concerns and other private agencies for the benefit of the entire community and which are not restricted to special groups are also reported. Similarly, reports of many playgrounds, recreation centers and other recreation service provided by school authorities are published, but information concerning school physical education programs is not included in the Year Book.

Because of the limited types of recreation included in the Year Book, the expenditures reported are much less than the amounts reported annually by the United States Department of Commerce as spent by cities for recreation. In the government reports all types of municipal recreation are included; playgrounds, parks and trees, open spaces, museums, art galleries, swimming and bathing places, athletics, music, entertainments, and celebrations. The latest report, which covered the 1928 expenditures of 250 cities having a population of 30,000 or over, indicated that these cities paid $73,018,422 for outlays for recreation and $62,871,118 for operation and maintenance, making a total expenditure for recreation in 1928 of $135,889,540. In contrast with this figure, the N. R. A. Year Book for 1928 reported a total expenditure of only $31,740,851.61 in 817 communities for the types of recreation included in the Year Book.

The Service of the National Recreation Association in 1930

324 cities in **44** states were given personal service, upon request, through periodic visits of field workers.

81 cities were personally visited and helped through the Park Information Service.

Helped to find qualified workers for **504** recreation positions.

5,913 different communities submitted **23,959** requests for literature or information on drama, music, and general recreation problems to the Correspondence and Consultation Service and the Community Drama Service.

148 institutions for children and the aged in **26** cities were given personal help by the Field Secretary on Play in Institutions.

Published the monthly magazine, RECREATION, the tool kit of the recreation worker, and the bi-weekly bulletin service.

The National Physical Education Service in addition to its correspondence and consultation service helped **26** states through field visits.

221 cities in **34** states were represented by **701** delegates at the National Recreation Congress.

40,693 boys and girls in **491** cities received badges or certificates for passing the Association's progressively graded physical fitness tests.

36 college graduates completed the fourth year's graduate course in community recreation at the National Recreation School.

7,263 rural leaders were given training at **125** recreation institutes held in **39** states.

Conducted two short courses for advanced training of recreation workers.

65 cities received assistance from the Field Secretary on Recreation and Athletics for Women and Girls.

Administered national contest for boys and girls in building and flying model aircraft.

Conducted numerous research projects and published and distributed handbooks, pamphlets and other material.

A Summary of Community Recreation in 1930

Cities reporting play leadership or supervised facilities	980
New play areas opened in 1930 for the first time	791
Total number of separate play areas reported	13,354

Total number of play areas and special facilities reported:

Outdoor playgrounds	7,677
Recreation buildings	642
Indoor recreation centers	2,066
Athletic fields	1,843
Baseball diamonds	4,322
Bathing beaches	457
Golf courses	312
Stadiums	90
Summer camps	134
Swimming pools	1,042
Tennis courts	8,422
Ice skating areas	1,806
Miniature golf courses	184
Ski jumps	59
Toboggan slides	221

Total number of employed recreation leaders	24,949
Total number of leaders employed full time the year round	2,660
Total number of volunteer leaders	8,216
Total number of persons enrolled in training courses	18,029
Number of cities in which land was donated for recreation use	52
Bonds voted for recreation purposes	$ 6,573,420.99
Total expenditures reported for public recreation	$38,518,194.88

Community Recreation Leadership and Facilities in 980 Cities

The Year Book for 1930 records a steady growth in the public provision for recreation in American communities. The 980 towns and cities from which reports were received represent the largest number of communities ever included in a Recreation Year Book. In many respects the information received from these communities indicates that 1930 was a year of unusual progress in community recreation.

The number of employed recreation leaders shows a marked increase and a total of 24,949 or 2,029 more than the previous year is reported. For the first time the number of men leaders almost equals the number of women employed for recreation service. The continued use of volunteers is reported by a growing number of cities and the provision of special training for both paid and volunteer leaders is encouraging.

Although a year of business depression, the expenditures for recreation were $38,518,194.88, exceeding by approximately $5,000,000 the largest previous amount reported spent for recreation within a single year. Of this total nearly one-third was spent for land, buildings and improvements. The increase in capital expenditures reflects the tendency reported by many cities in 1930 to relieve unemployment among their citizens through the expansion and development of recreation areas and facilities. The bond issues for recreation totalling $6,573,420.99 passed in 41 cities are another indication of this municipal policy. It is gratifying to note on the other hand that these improvements are not accompanied by a reduction in the amount provided for recreation leadership which shows an increase of more than $1,000,000 over the previous year.

Although the reports show a greater number of other types of facilities, especially baseball diamonds, bathing beaches, summer camps and tennis courts, the number of playgrounds shows no increase over 1929. In fact the number of playgrounds for colored people reported in 1930 is 36 less than the previous year. Several more indoor recreation centers for colored people are reported than in 1929 although the total number of indoor centers for both white and colored is slightly less than the previous year.

The reports of attendance at playgrounds and indoor recreation centers give fuller information as to the extent of their use than has been available heretofore. Although many communities do not record attendance, the cities reporting indicate a total average daily playground attendance during the summer of 2,822,940 participants. In addition, one-half of these cities report an average of 899,418 spectators daily during the summer months. Therefore approximately three and three-quarter million people were served daily by the playgrounds in these cities alone. A total attendance of both spectators and participants at playgrounds for the year 1930 is reported by 573 cities to be 206,816,987. Since the spectators are not included in many of these reports and since the attendance at more than 1,000 playgrounds is not recorded, the total number of playground visitors during the year is far in excess of this figure. Likewise the number of participants at the indoor centers and recreation buildings reached the remarkable total of 34,114,757 persons in the cities submitting attendance data.

The tables on recreation administration indicate that the number of cities in which recreation service is provided by park authorities is approximately the same as in the case of recreation boards and departments. In many of the former, however, the service is limited to golf courses, swimming pools or other supervised facilities, whereas playgrounds and other centers under leadership are conducted by practically all recreation boards. The importance of the recreation board or department in providing year round recreation programs is indicated by the fact that in more than half the cities reporting one or more full time year round recreation leaders, the work is under this type of administration.

There is reason for encouragement in the fact that although a large number of cities submitting reports in 1929 failed to supply information this year and several reports were received too late to be included,* the total number of cities is increased and progress is noted in most of the types of service

*Reports from the following were received too late for publication: Bloomington, Indiana (City Schools); Perry, Iowa; Covington, Kentucky; Port Huron, Michigan; Fairmont, Minnesota; Bogota, New Jersey; Albuquerque, New Mexico; Honesdale, Pennsylvania; Pittsburgh, Pennsylvania (Public Schools).

reported. No one studying the information submitted can fail to appreciate the value and scope of the service rendered by the recreation movement during the trying period covered by this report.

Leadership

Employed Workers

Of the 980 cities represented in the 1930 Year Book, 828 cities report 24,949 workers employed to give leadership for community recreation activities. Of this total 12,151 were men and 12,798 were women. Of this number 2,660 men and women were employed full time throughout the year for recreation service.

The marked increase in employed recreation leadership during the last ten years is indicated by the following comparison of the 1930 figures with those for 1920 and 1925. It is interesting to note that the percentage of men workers has grown steadily until their number almost equals that of the women employed as recreation leaders.

	1920	*1925*	*1930*
Cities reporting employed recreation workers	465	748	828
Men workers employed	4,149	7,178	12,151
Women workers employed	6,069	9,999	12,798
Total workers	10,218	17,177	24,949
Cities reporting workers employed full time the year round	.....	.....	282
Men workers employed full time the year round (243 cities)	.....	.....	1,368
Women workers employed full time the year round (192 cities)	.....	.....	1,292
Total full time year round workers (282 cities)	.....	.....	2,660

Volunteers

In 206 cities the help of 8,216 volunteers was enlisted in carrying out the community recreation program in 1930. Of this number 3,204 were reported to be men and 4,325 women. The number of leaders serving without pay shows an increase over the number reported five years ago, which was 6,799.

Training Classes for Workers

The increasing emphasis that is being placed upon the training of employed recreation workers is evident from the following table which also indicates the extent to which volunteer leaders are being given preparation for recreation service. (The figures in parenthesis indicate the number of cities reporting.)

	1920	*1925*	*1930*
Training classes for employed workers	.... (81)	....(115)	429 (170)
Total number of workers enrolled	1,472 (38)	4,342 (100)	11,534 (167)
Average total hours of instruction	....	....	40.1 (53)
Training classes for volunteer workers	....	.... (84)	160 (78)
Total number of volunteer workers enrolled	304 (9)	3,140 (72)	6,495 (78)
Average total hours of instruction	....	....	45 (74)

Play Areas and Centers

A total of 13,354 separate play areas and centers under leadership is reported. Of this number, 791 are reported open in 1930 for the first time. There is a decided increase in the number of play areas and special recreation facilities reported for 1930 as compared with 1925 when only 8,682 separate areas were reported. Separate figures are reported for playgrounds, recreation buildings and indoor recreation centers for white people and for colored people. There is no such distinction in recording athletic fields, bathing beaches, golf courses, summer camps or play streets which are included in these figures.

A summary of the information submitted concerning the areas and centers follows:

Outdoor Playgrounds

Total number of outdoor playgrounds (766 cities)		7,316
Open year round (162 cities)	1,315	
Open during the summer months only (672 cities)	4,828	
Open during school year only (60 cities)	475	
Open during other seasons only (76 cities)	698	

Average daily summer attendance of participants (529 cities)		2,730,701
Average daily summer attendance of spectators (261 cities)		890,787
Total number of outdoor playgrounds open in 1930 for the first time (203 cities)		441
In addition to the above, outdoor playgrounds for colored people are reported as follows:		
Total number of playgrounds for colored people (125 cities)		361
Open year round (33 cities)	84	
Open summer months only (95 cities)	212	
Open school year only (15 cities)	33	
Open other seasons only (14 cities)	32	
Average daily summer attendance of participants (67 cities)		92,239
Average daily summer attendance of spectators (46 cities)		8,631
Total number of playgrounds for colored people open in 1930 for the first time (21 cities)		26
Total number of playgrounds for white and colored people (766 cities)		7,677
Total yearly or seasonal attendance of participants and spectators at playgrounds for white and colored people (6,246 playgrounds in 573 cities)		206,816,987
Total number lighted for evening use		2,472

Indoor Recreation Centers

Total number of indoor recreation centers (247 cities)		1,963
Open year round (80 cities)	276	
Open school year (142 cities)	1,213	
Open other seasons (60 cities)	474	
Total yearly or seasonal attendance of participants (1,083 centers in 138 cities)		13,388,316
Total number of indoor recreation centers open in 1930 for the first time (62 cities)		142
Additional indoor recreation centers for colored people are reported as follows:		
Total number of indoor recreation centers for colored people (48 cities)		103
Open year round (22 cities)	26	
Open school year (23 cities)	67	
Open other seasons (7 cities)	10	
Total yearly or seasonal attendance of participants (66 centers in 32 cities)		629,831
Total number of indoor recreation centers for colored people open in 1930 for the first time (13 cities)		18
Total number of indoor recreation centers for white and colored people (255 cities)		2,066
Total 1930 attendance of participants at indoor recreation centers for white and colored people (1,149 centers in 146 cities)		14,018,147

Recreational Facilities

The extent to which cities are providing a variety of recreation facilities for public use is illustrated by the following table and the tremendous extent to which these facilities are used is indicated by the attendance figures submitted by many cities. The reported participants at bathing beaches is nearly double that of the year 1929 and the golf courses show an increase in the number of participants of nearly 50%. For the first time information concerning winter sports facilities and miniature golf courses is submitted. As in previous years, the reports indicate that the average income received from the golf courses and outdoor swimming pools exceeds the average operating cost. A generous profit is also reported from the miniature golf courses. On the other hand, the cost of operating the indoor swimming pools is far in excess of the income received from them. Throughout the following table the figures in parenthesis indicate the number of cities reporting in each particular case and the figures in brackets indicate the number of facilities for which information is reported.

Facilities	*Number*	*Participants per season*	*Average length of season in months*	*Total cost of operation*	*Total income*	*Number open in 1930 for first time*
Athletic Fields	1,843	6,095,119	....	.....	.....	64
	(570)	(128)				(50)
		[349]				
Baseball Diamonds..	4,322	7,432,883	....	.....	.....	151
	(693)	(169)				(74)
		[1238]				
Bathing Beaches	457	39,473,637	4.02	$573,186.53	$238,132.62	15
	(251)	(81)	(124)	(70)	(34)	(15)
		[166]	[241]	[134]	[58]	
Golf Courses	152	2,410,409	8.27	$589,286.44	$781,343.38	16
(9-holes)	(119)	(55)	(75)	(55)	(55)	(16)
		[72]	[95]	[70]	[70]	
Golf Courses	160	5,110,142	9.75	$1,774,480.31	$2,544,200.43	8
(18-holes)	(114)	(65)	(69)	(63)	(67)	(7)
		[91]	[92]	[89]	[98]	
Stadiums	90	900,551	....	$51,717.51	$164,013.03	5
	(83)	(17)		(11)	(13)	(5)
		[17]		[11]	[14]	
Summer Camps	134	121,074	2.84	$253,814.79	$205,346.26	1
	(78)	(30)	(41)	(25)	(15)	(1)
		[60]	[76]	[39]	[27]	
Swimming Pools.....	318	3,304,931	7.10	$1,146,392.10	$123,353.53	10
(Indoor)	(130)	(71)	(95)	(39)	(21)	(10)
		[195]	[207]	[111]	[31]	
Swimming Pools.....	724	14,968,964	3.61	$764,933.22	$617,288.99	46
(Outdoor)	(340)	(138)	(210)	(139)	(92)	(40)
		[346]	[512]	[265]	[179]	
Tennis Courts	8,422	5,938,251	....	$128,809.58	$78,641.74	328
	(600)	(171)		(94)	(40)	(86)
		[3,315]		[1,518]	[1,398]	
Miniature Golf	184	124,433	5.67	$20,204.28	$90,239.06	34
Courses	(97)	(12)	(28)	(12)	(13)	(22)
		[25]	[48]	[17]	[19]	
Winter Sports Facilities						
Ice Skating Areas..	1,806	.....	....			
	(291)					
Ski Jumps	59	.....	....	$555,611.93	$16,082.37	88
	(39)			(61)	(17)	(33)
Toboggan Slides...	221	.....	....			
	(89)					

Recreation Buildings

Recreation buildings are reported as follows:

Total number of recreation buildings (186 cities)		590
Open year round (149 cities)	454	
Open school year (18 cities)	29	
Open other seasons (48 cities)	107	
Total yearly or seasonal attendance of participants (254 buildings in 96 cities)		17,697,794
Total number of recreation buildings open in 1930 for the first time (30 cities)		46

In addition, recreation buildings for colored people are reported as follows:

Total number of recreation buildings for colored people (35 cities)		52
Open year round (27 cities)	44	
Open school year (5 cities)	5	
Open other seasons (3 cities)	3	
Total yearly or seasonal attendance of participants (13 cities)		398,816
Total number of recreation buildings for colored people open in 1930 for the first time (6 cities)		6
Total number of recreation buildings for white and colored people (201 cities)		642
Total yearly or seasonal participants at recreation buildings for white and colored people (271 buildings in 100 cities)		18,096,610

Play Streets

Thirty-seven cities report a total of 223 streets closed for play under leadership. Only eight of these streets were open in 1930 for the first time. In view of this fact and also since the number of cities conducting street playgrounds is less than it was in 1925, it is apparent that the use of streets for play under leadership is not growing in proportion to the play movement as a whole.

Management

The following tables indicate the number of cities in which the various public and private agencies listed conducted recreation facilities or programs in 1930. Comparable figures are also given for the years 1920 and 1925. Since in many cities two or more agencies submitted separate reports, each of these cities has been recorded two or more times in the tables.

Municipal

The forms of municipal administration in the cities reporting are summarized as follows:

Managing Authority	*No. of Agencies Reporting*		
	1920	*1925*	*1930*
Park Commissions, Boards and Departments	60†	111†	239*
Playground and Recreation Commissions, Boards and Departments	87	174	233
Boards of Education and other School Authorities	104	113	141
Mayors, City Councils, City Managers and Borough Authorities	21	17	60
Park and Recreation Commissions, Boards and Departments	..	..	29
**Municipal Playground Committees, Associations and Advisory Commissions	..	..	30
Departments of Public Works	7	10	15
Departments of Parks and Public Property or Buildings	6	..	19
Departments of Public Welfare	3	5	11
**Chambers of Commerce	..	..	5
Public Utilities Commissions	1	2	3
Departments of Public Safety	..	..	3
Other Departments	3	6	10
In a number of cities municipal departments combined in the management of recreation facilities and programs as follows:			
Boards of Education and City Authorities	6	5	20
Boards of Education and Park Boards	4	8	4
Recreation Commissions and School Boards	..	6	5
Park Commissions and Others	1	2	2
School Boards and Others	1	..	2
Other Combinations	2	..	2

†Includes Park and Recreation Commissions.

*Twelve of these park authorities are in New York City or Chicago.

**These authorities administered recreation facilities and programs financed by municipal funds although in some of the cities it is probable that they were not municipally appointed.

In a number of cities municipal and private authorities combined in the management of recreation activities and facilities as follows:

City Councils and private groups	2	..	9
Boards of Education and private groups	10	..	9
Park Departments and private groups	5	..	7
Recreation Departments and private groups	1	..	6
Others	2	..	2

Private

Private organizations maintaining playgrounds, recreation centers or community recreation activities are reported as follows:

Managing Authority	*1920*	*1925*	*1930*
Playground and Recreation Associations, Committees, Councils and Leagues, Community Service Boards, Committees and Associations	83	175†	60
Community House Organizations, Community and Social Center Boards and Memorial Building Associations	16	..	24
Civic and Community Leagues, Neighborhood and Improvement Associations	22	34*	16
Women's Clubs	8	13	14
Y. M. C. A.'s	7	7	14
Parent Teacher Associations	4	9	13
Kiwanis Clubs	..	13**	12
Industrial Plants	18	11	10
Churches	1	4	8
Welfare Federations and Associations, Social Service Leagues, Settlements and Child Welfare Organizations	15	..	8
American Legion	..	..	7
Lions Clubs	..	..	7
Park Trustees	..	..	6
Rotary Clubs	..	..	3
Universities and Colleges	..	..	3
Chambers of Commerce and Commercial Clubs	6	3	3
Athletic Associations, Outing Clubs, Winter Sports Clubs	1	3	2
Community Clubs	..	..	2
Miscellaneous	9	6	14

Agencies Reporting Full Time Year Round Workers

The following is a summary of the types of municipal and private agencies reporting one or more recreation workers employed on a full time year round basis in 1930. Comparable figures are not available for 1920 and 1925. Several of the private agencies reporting such workers control few facilities and serve primarily to supplement the work of one or more municipal agencies in the same cities. In a number of cities two or more agencies report year round workers giving full time to recreation. It is significant that in more than one-half of the cities in which recreation is administered by a recreation board, commission or independent department, at least one worker is employed for full time recreation service throughout the year. On the other hand only a small percentage of the park, school and other authorities conducting recreation report full time year round recreation leaders.

Municipal

Managing Authority	*No. of Agencies*
Playground and Recreation Commissions, Boards and Departments	125
Park Commissions, Boards, Bureaus and Departments	43††
Boards of Education and other School Authorities	17

†Includes Community House and Center organizations.
*Includes Welfare Federations and similar organizations.
**Includes Rotary and Lions Clubs.
††Ten of these park authorities are in Chicago and New York City.

Park and Recreation Commissions and Departments	14
Municipal Playground Committees, Recreation Associations, etc.	7
Departments of Public Welfare	7
Departments of Parks and Public Property	7
Departments of Public Works	3
Municipal Golf Commissions	2
City Councils	2
Miscellaneous	7
Combined municipal departments	3
Combined municipal and private agencies	2

Private

Playground and Recreation Associations and Committees, Community Service Boards and Community Associations	23
Community Building Associations, Community House Boards and Recreation Center Committees	21
Civic Leagues and Associations	10
Settlements and Neighborhood House Associations, Welfare Federations, etc.	3
Industrial Plants	3
Park Trustees	2
Miscellaneous	3

Finances

Expenditures

The total expenditure for public recreation reported in 928 cities is $38,518,194.88. This is $5,000,000.00 more than the largest amount previously reported spent for public recreation within a single year and represents an increase of more than 100% during a five year period. Although most of the increase over the previous year is in expenditures for land, buildings and permanent equipment; it is significant that the amount spent in salaries of recreation workers exceeds by more than $1,000,000.00 the amount reported spent for leadership the previous year. A comparison of the reported expenditures for 1925 and 1930 follows: (The figures in italics indicate the number of cities reporting in each case.)

Expended for	*1925*	*1930*
Land, Buildings, Permanent Equipment	$5,576,624.93 (252)	$12,610,862.06 (352)
Upkeep, Supplies and Incidentals	3,163,804.55 (515)	4,754,368.27 (677)
Salaries and Wages		
For Leadership	.....	8,135,656.20 (736)
For Other Services	.....	6,167,761.62 (444)
Total	7,299,145.00 (565)	15,658,418.80 (795)
Total Expenditure	18,816,165.55 (663)	38,518,194.88 (928)

Sources of Support

The sources of support for community recreation activities and facilities in 953 cities are summarized in the following table. In 222 of these cities receipts from the operation of recreation facilities or from other fees are also used in financing the recreation service. A marked increase in municipal and county as contrasted with private support is noted during the ten year period since 1920.

	No. of Cities		
Source of Support	*1920*	*1925*	*1930*
Municipal Funds	249	362	592
Municipal and Private Funds	110	178	189
Private Funds	103	191	120
County Funds	..	4	49
Miscellaneous Public Funds	2	1	1
Miscellaneous Public and Private Funds	1	12	2

As in the two previous years a large percentage of the funds expended came from public sources. More than 85% of the money spent, the source of which was reported, was derived from taxation by municipal, county or other public bodies. Of the balance less than 11% came from fees and charges and

slightly more than 4% was secured from private sources. Expenditures from bond funds totalling $4,870,733.93 are reported in 49 cities. The amounts reported spent from various sources are:

	Amount	*No. of Cities*
Municipal and County Funds	$30,810,172.51	766
Fees and Charges	3,836,686.78	222
Private Funds	1,539,226.54	268

Bond Issues

Forty-one cities report bond issues for recreation purposes totalling $6,573,420.99 as follows:

City	*Amount of Bond Issue*
Miami Beach, Fla.	$300,000.00
Chicago, Ill.	2,500,000.00
Cicero, Ill.	175,000.00
East St. Louis, Ill.	10,000.00
Bloomington, Ind.	15,000.00
Ames, Iowa	25,000.00
Lowell, Mass.	10,000.00
Detroit, Mich.	474,645.98
Grosse Pointe, Mich.	490,000.00
Belleville, N. J.	10,000.00
Bloomfield, N. J.	36,000.00
Elizabeth, N. J.	17,889.50
Harrison, N. J.	25,000.00
Irvington, N. J.	66,046.00
Orange, N. J.	24,000.00
Paterson, N. J.	39,342.00
Perth Amboy, N. J.	130,000.00
Riverton, N. J.	15,000.00
Union County, N. J.	300,000.00
Buffalo, N. Y.	63,437.61
Ilion, N. Y.	15,000.00
New York, N. Y.	255,000.00
Utica, N. Y.	57,000.00
Columbus, Ohio	6,800.00
Steubenville, Ohio	90,000.00
Toronto, Ohio	1,800.00
Youngstown, Ohio	43,500.00
Bartlesville, Okla.	50,000.00
Aspinwall, Pa.	80,000.00
McKeesport, Pa.	140,000.00
Reading, Pa.	15,000.00
Providence, R. I.	300,000.00
Chattanooga, Tenn.	15,784.90
Knoxville, Tenn.	224,175.00
Amarillo, Tex.	25,000.00
Galveston, Tex.	300,000.00
Port Arthur, Tex.	30,000.00
Barre, Vt.	10,000.00
Vancouver, B. C.	70,000.00
Hamilton, Ontario	60,000.00
Ottawa, Ontario	58,000.00
	$6,573,420.99

Donated Playgrounds

Fifty-eight gifts of land for recreation use are reported by 52 cities in 1930. The estimated value of 48 of these donated areas totals $1,551,018.20 and the total area of 51 of them is 1,139.21 acres.

City	*Acreage*	*Value*
New Haven, Conn.	9.5	$15,000.00
New Haven, Conn.	....	35,000.00
Miami, Fla.	20	95,000.00
Thomaston, Ga.	6	2,000.00
Alton, Ill.	2.5	5,000.00
Evanston, Ill.	4.5	75,000.00
Rockford, Ill.	6	10,000.00
Rockford, Ill.	2.5	3,000.00
Bedford, Ind.	3	.....
Columbus, Ind.	5	8,000.00
La Porte, Ind.	....	3,000.00
Wabash, Ind.	3.5	500.00
Donaldsville, La.	1	12,000.00
Auburn, Me.	1.5	.....
Augusta, Me.	10	8,000.00
Newton, Mass.	1.5	2,500.00
Plymouth, Mass.	147	.....
Battle Creek, Mich.	85	35,000.00
Detroit, Mich.	29.3	279,810.00
Detroit, Mich.	21	117,290.00
Flint, Mich.	13	6,500.00
St. Cloud, Minn.	.5	1,000.00
Grand Island, Neb.	....	4,500.00
Kearney, Neb.	3	3,000.00
Concord, N. H.	2.12	2,000.00
Dover, N. H.	8	25,000.00
Hackensack, N. J.	21.4	12,850.00
Morristown, N. J.	14.	15,000.00
Radburn, N. J.	10.88	1,088.20
Union County, N. J.	27	.....
Union County, N. J.	26	.....
Auburn, N. Y.	6.5	10,000.00
Johnstown, N. Y.	14	250,000.00
Durham, N. C.	33	40,000.00
Durham, N. C.	15	15,000.00
Hamlet, N. C.	2	.....
High Point, N. C.	75	38,000.00
Wilmington, N. C.	3	.....
Bismarck, N. D.	40	3,000.00
Sapulpa, Okla.	....	2,000.00
Shattuck, Okla.	....	400.00
Chester County, Pa.	3.5	.....
Monessen, Pa.	30	9,000.00
York, Pa.	....	50,000.00
Sumter, S. C.	.5	500.00
Vermilion, S. D.	10	5,000.00
Knoxville, Tenn.	23	28,000.00
Memphis, Tenn.	4	.....
Nashville, Tenn.	267	.....
Dallas, Texas	.75	25,000.00
Dallas, Texas	....	176,000.00

Houston, Texas	70	$100,000.00
Wichita Falls, Texas	12	3,600.00
Putney, Vt.	10	1,000.00
Clarksburg, W. Va.	10	6,000.00
Beloit, Wis.	19	3,000.00
Green Bay, Wis.	4.88	4,880.00
Parco, Wyo.	1.38	3,600.00
	1,139.21	$1,551,018.20

League Activities

The importance of organized league activities is indicated by the following table. The increased participation in organized sports is illustrated by the fact that the number of teams reported is practically double that in 1925 and the number of players is nearly three times as large as was reported five years ago. Playground baseball, soccer, tennis and bowling show the most marked growth in popularity. The figures in parenthesis indicate the number of cities reporting.

	Leagues	*Teams*	*Players*	*Games*	*Spectators*
Baseball	2,144 (422)	18,222 (443)	241,766 (390)	91,503 (361)	18,088,548 (248)
Basketball	1,633 (308)	12,396 (324)	137,343 (295)	107,208 (268)	3,853,740 (178)
Bowling	281 (74)	1,807 (68)	48,020 (65)	82,316 (46)	153,119 (35)
Football	315 (106)	1,961 (134)	40,564 (116)	7,864 (110)	2,575,693 (75)
Horseshoes	1,363 (214)	9,075 (220)	76,381 (226)	167,247 (149)	703,844 (108)
Playground Baseball	1,956 (360)	15,567 (383)	213,324 (344)	185,525 (307)	4,965,527 (181)
Soccer	274 (91)	3,977 (106)	69,435 (92)	46,396 (79)	2,984,798 (49)
Tennis	741 (143)	3,257 (110)	700,049 (175)	389,221 (89)	949,095 (74)
Volley Ball	761 (237)	7,446 (258)	74,078 (238)	34,495 (193)	850,478 (110)
Field Hockey	20 (14)	209 (22)	2,467 (20)	3,338 (16)	123,172 (10)
	9,488	73,917	1,603,427	1,115,113	35,248,014

Special Recreation Activities

Although many cities do not report on their activities, the following table shows the relative frequency with which various special activities are included in the recreation program. A comparison with similar reports for 1920 and 1925 indicates a smaller number of cities now reporting community singing, domestic science and gardening than in those earlier years and motion pictures are reported by fewer cities than in 1925. On the other hand such activities as model aircraft, circus, nature study, safety activities and paddle tennis, now reported by many cities, received little or no mention in these earlier reports. Several special music and drama activities are included at the end of the table.

Activities	*Cities Reporting*
Art Activities	241
Athletics for Industrial Groups	291
Badge Tests (N. R. A.)	149
Circus	139
Domestic Science	91
First Aid Classes	216
Folk Dancing	330
Gardening	84
Handcraft	448
Hiking Clubs	248
Holiday Celebrations	300
Honor Point Systems	108
Junior Police	98
Model Aircraft	205
Model Boats	105
Motion Pictures	150
Nature Study	200
Paddle Tennis	165
Playground News	62
Safety Activities	203
Social Dancing	184
Water Sports	392
Winter Sports	244
Band Concerts (Amateurs)	161
Band Concerts (Professionals)	179
Christmas Caroling	185
Community Singing	180

Glee Clubs	97	Whistling Contests	33
Harmonica Bands	123		
Music Memory Contests	27	Drama Tournaments	70
Music Week Activities	92	Pageants	181
Quartettes	61	Plays	237
Singing Games	287	Puppetry	60
Toy Symphonies	100		
Ukulele Clubs	59		

Music and Drama

In order to secure additional information concerning the use of music and drama in community recreation programs, several questions were asked concerning these activities. It is believed that a number of the reports received contained data relating to school music and drama curricular activities and included activities of community groups other than those reporting. The following statement indicates, however, that music and drama are receiving increasing recognition as important factors in the community recreation program. The figures in parenthesis indicate the number of cities reporting in each case.

Music

Groups Organized	*No. Groups*	*Total No. Enrolled*	*No. Public Performances*	*Total Attendance at Performances*
Bands	343 (150)	11,349 (129)	2,191 (115)	1,352,878 (77)
Orchestras	336 (104)	6,564 (86)	667 (65)	179,310 (47)
Opera Companies	40 (21)	1,493 (18)	70 (18)	49,935 (16)
Choral Groups	384 (103)	18,403 (90)	1,257 (72)	657,426 (50)

Number of courses for music leaders	23 (12)
Number enrolled in courses for leaders	1,714 (11)
Total number of special paid music leaders	275 (74)
Number of special music leaders employed year round	85 (36)

Drama

Number of pageants produced	372 (157)
Number of participants in pageants	107,920 (147)
Number of courses for drama workers	67 (40)
Number enrolled in courses for drama workers	2,832 (36)
Total number of special paid drama workers	119 (52)
Number of special drama workers employed year round	33 (22)

The Growing Army of Recreation Leaders 1910–1930

1910	3,345
1915	7,507
1920	10,218
1925	17,177
1930	24,949

Dedicated to the Public

The Francis William Park, East Walpole, Massachusetts

THIS beautiful memorial park, covering seventy acres, was given to the people of Walpole by Charles S. Bird in memory of his son and has been endowed by him. It is an outstanding example of what many public-spirited individuals are doing to make life richer for their fellow citizens. According to reports received for the Year Book, fifty-two cities in 1930 received fifty-eight gifts of land to be devoted to recreational uses. These areas in fifty-one cities average 22-3/10 acres each. The estimated value of forty-eight of these donated play spaces totals $1,551,018.20.

OFFICERS

of

COMMISSIONS, BOARDS, DEPARTMENTS AND ORGANIZATIONS

CONDUCTING PLAYGROUNDS AND COMMUNITY RECREATION FACILITIES AND PROGRAMS

and

TABLES

of

PLAYGROUND AND COMMUNITY RECREATION STATISTICS

for

1930

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Alabama				
Birmingham	Park and Recreation Board	J. A. Dupuy	F. G. Swaim	R. S. Marshall
Camp Hill	Universalist Church	Harold Scott	Harold Scott	Harold Scott
Mobile	Recreation Department	Cecil Bates, Comr.		Mrs. Carl A. Klinge
Montgomery	Playground Department	W. A. Gunter, Jr., Mayor		Mattie Mae Atkinson
Sheffield	Mother's Club	Mrs. S. Long	Mrs. Graham	
Talladega	Park, Improvement and Recreation Board	Mrs. Z. G. Duggan	Judson Snead	James J. Jenkins
Arizona				
Bisbee	School District	G. E. Brown, Supt.		Jack Wilson
Jerome	United Verde Copper Company			Oscar A. Glaesser
Tucson	Playground Board	Mrs. R. W. Bilby	Mrs. S. M. Fegtly	George O. Hedger
Yuma	Swimming Pool Commission	Ike Leposky		
Arkansas				
Clarendon	Recreation Committee, Improvement Association	Mrs. Ike Bondi	Mrs. W. L. Boswell	Mrs. John Hooper Mrs. A. J. Dunklin
Crossett	Community Club	A. W. Bird	M. P. Dooley	M. P. Dooley
Fort Smith	Park Board	Henry C. Armstrong	Harry Robinson	Mrs. B. L. Allen
Jonesboro	Junior High School Parent Teachers Association	Annie Camp	Mrs. Guy Cobb	Paul B. Kays
Little Rock	Recreation Commission	J. Curran Conway	Mrs. M. D. Ogden	G. S. DeSole Neal
"	Playground Association	Mrs. Ed Cornish	Mrs. J. D. Simpson	G. S. DeSole Neal
"	Colored Recreation Association	Mrs. J. G. Thornton	Alma B. Campbell	G. S. DeSole Neal
North Little Rock	Recreation Department	Mrs. J. W. Weed	John Pruniski	Ralph Schultz
Paragould	Chamber of Commerce	M. F. McCulloch	Mrs. Belle H. Wall	
Stuttgart	Board of Education and Harmon Field Committee	Mrs. C. R. Ham		L. D. Griffin
California				
Alameda	Recreation Department			E. J. Probst
Alhambra	Playground Commission	John Henderson	Mrs. Pearl McCullough	Jean Richter
Anaheim	Recreation Department	J. W. Price, City Mgr.		L. E. Middleton
Arcadia	Board of Education	R. B. Walter	C. I. Comfort	Drummond J. McCunn
Berkeley	Recreation Department	Annie Woodall	Mrs. Fowler Mallett	Charles W. Davis
Burbank	Playground and Recreation Commission	Mrs. Lola B. Steiner	Mrs. Grace Lovejoy	
Chico	Bidwell Park and Playground Commission	E. T. Williamson	George P. Morse	
Colton	City of Colton			E. N. Hubbs
El Cajon	City of El Cajon	William Stell	Charles F. Richardson	John Hatherly
Escondido	City Council	L. K. Wharton, Mayor	John Speer	
Fresno	Playground and Recreation Department	Z. S. Leymel, Mayor		Raymond L. Quigley
Glendale	Recreation Department	Rev. C. A. Cole	Mrs. Marion G. Sibley	John W. Norviel
Gridley	City Council	C. M. Gilleece	J. L. Lewis	J. E. Frazier
Inglewood	City Schools	Herman D. Pelphrey	E. S. Dixon	Lionel D. DeSilva
Long Beach	Playground and Recreation Commission	Clyde Doyle	Charles H. Hunt	Charles H. Hunt
Los Angeles	Playground and Recreation Department	Harry B. Lamport	Charles S. Lamb	Raymond E. Hoyt
"	City Schools, Division of Physical Education & Athletics	J. L. Van Norman	William Sheldon	C. L. Glenn
"	Department of Parks	Mrs. Mabel V. Socha	J. J. Hassett	Frank Shearer
Los Angeles County	Department of Recreation, Camps and Playgrounds			Fred E. Wadsworth
Marysville	American Legion Playground Committee	C. D. Bartlett	Mrs. J. C. Dooley	C. D. Bartlett
Merced	Rotary Club	N. L. Corner	C. H. Wright	C. H. Wright
Monrovia	Park Board	C. A. Brunger		O. L. Rawson
Montebello	Natatorium Department			Vancil E. Row

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Oakland	Recreation Department	George A. Janssen	R. W. Robertson	R. W. Robertson
Ontario	Recreational Advisory Board	Thomas P. Logan	Austin Burt	Burt H. Heiser
Oxnard	Community Service	R. B. Haydock	F. J. Hokin	F. J. Hokin
Palo Alto	Community Center Commission	Ralph W. Evans	Mrs. Robert L. Cody	Charles R. Clifford
Pasadena	Department of Recreation	A. L. Hamilton	Mrs. Austin Parker	Cecil F. Martin
"	City of Pasadena and Park Department	R. L. Daugherty	R. V. Orbison, City Mgr.	G. L. Skutt, Park Supt.
Piedmont	City Council	Oliver Ellsworth		Mrs. Telura Swim
Pomona	Park Department	C. C. Caves, Mayor		C. B. Wall
Red Bluff	City of Red Bluff, Playground Committee	R. H. Boding		Harriett Lingscheid
Riverside	Park Department	W. C. Banks		J. C. Cooper
Sacramento	City Recreation Department			George Sim
San Bernardino	Parent Teacher Recreation Committee	W. H. Rogers	Mrs. V. B. Sands	A. F. Schaefer
San Clemente	Department of Parks and Playgrounds	Ole Hanson, Jr., Comr.	William Holmes	J. H. Bennett
San Diego	Department of Playground and Recreation	J. B. Pendleton	Mrs. W. A. Price	W. A. Kearns
"	Park Board	Lester Olmstead	A. S. Hill	J. G. Morley
San Leandro	Recreation Department			Ed V. Henley
Selma	Park Commission	E. P. Todd	J. J. Heckman	
Taft	Conley School District	James A. Joyce	Harry Kanode	Claude L. Walsh
Colorado				
Alamosa	American Legion Playground Committee	Charles H. Woodard	Harry Zacheis	
Colorado Springs	Park Commission	T. C. Kirkwood	W. W. Postlehwaite	Rowena Collins
"	Patty Stuart Jewett Memorial Field Golf Commission	E. C. Van Diest	Paul Kapelke	Paul E. Hoopes
Denver	Board of Education	A. L. Threlkeld, Supt.		Anna L. Johnson
"	Department of Parks	F. J. Altvater		Anna L. Johnson
Fort Morgan	City of Fort Morgan	George G. Cox, Supt.		Ira Barkley
Grand Junction	Community Service	J. P. Soderstrum		R. H. Holt
Pueblo	Kiwanis Club	Lemuel Pitts	Max Morton	W. S. Kettering
Connecticut				
Ansonia	Recreation Commission	Andrew Nolan	Mae A. Gaffney	Mae A. Gaffney
Branford	Community Council, Inc.	Milton P. Bradley	Mrs. Mortimer D. Stanley	Harry C. Brazeau
Bridgeport	Board of Recreation	George M. Eames	R. A. Leckie	R. A. Leckie
Bristol	Playground Commission		Francis Donnelly	Carl M. Penny
Derby	Playground Association	James B. Atwater	Ada Shelton	George W. Anger
Greenwich	Recreation Board	Curtis P. Fields	William E. Crichton	David S. Switzer
Hamden	Recreation Commission	Elmer L. Manning	Frederick Morton	Stanley H. Leeke
Hartford	Park Department	Rev. Francis P. Nolan	Emma Mann	James H. Dillon
Meriden	Recreation Commission	Oscar L. Dossin	Mrs. J. M. Delaney	George Baer
Middletown	Park and Playground Department	D. J. McCarthy	Mrs. Hattie Hubbard	P. M. Kidney
Naugatuck	School Department			Harold E. Chittenden
"	Community House		Albert S. Cox	
New Britain	Municipal Recreation Commission	Bernard Kranowitz	Mary Campbell	John Smithwick
New Haven	Public Recreation Commission	Samuel D. Tendler	Mrs. Lansing Lewis	E. L. Manning
"	Park Commission	Victor Roth	Henry F. English	Harold V. Doheny
New London	Division of Recreation, Department of Public Welfare			Robert C. Rice
Norwich	Recreation Commission	W. J. Fitzgerald	James Pedace	Earle E. Brigham
Plainfield	Community Association			Le Roy A. Dissinger
Salisbury	Recreation Committee	William B. Rand	William R. Loring	Wilbert R. Hemmerly
Seymour	Playground Association	George J. Hummel	F. B. Towle	Herman Urban
Shelton	Playground Commission	B. H. Wetherby	George W. Anger	George W. Anger
South Manchester	Recreation Center Committee	Edward F. Taylor	John H. Hyde	Lewis Lloyd

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Stamford	Board of Public Recreation	Dorothy Heroy	Rev. Gerald A. Cunningham.	Edward J. Hunt
Torrington	Recreation Commission	John White		Aroline H. Clarke
Waterbury	Board of Park Commissioners	John P. Elton	Thomas F. Moore	William D. Shea
Watertown	Civic Union	Thomas F. Butterfield	I. F. Campbell	Ralph S. Pasho
West Haven	Park Commission		Dr. Charles D. Phelps	Walter N. Scranton
Westport	Park Supervising Committee, Y. M. C. A. and Board of Selectmen	K. W. Mansfield	T. H. Leonard Mrs. L. J. Rowland	F. Edgar Doubleday
Winsted	Playground Association	D. Fletcher Alvord	L. L. Chase	E. N. C. Wolf
Delaware				
Wilmington	Board of Park Commissioners	Edgar L. Haynes	Edward R. Mack	Jennie M. Weaver
District of Columbia				
Washington	Municipal Playground Department		Richard S. Tennyson	Susie Root Rhodes
"	Community Center Department, Public Schools			Sibyl Baker
"	Board of Education	Frank W. Ballou, Supt.		Walter B. Patterson
"	Department of Public Buildings and Public Parks	Lieut.-Col. U. S. Grant, 3d, Dir.		Leon L. Perry
Florida				
Bartow	City of Bartow	J. E. Chiloes, City Mgr.		
Bradenton	Board of Public Recreation	Rev. George E. White		R. G. Manchester
Coral Gables	Recreation Department	Edmund Friedman, City Mgr.		Edmund Friedman
Daytona Beach	Department of Recreation	B. B. Baggett, Mayor		Mrs. Luda Twiggs Bush
Eustis	Recreation Bureau, Chamber of Commerce	Harry C. Hannah	M. M. Peckham	Mrs. Ethel F. Mantey
Fort Lauderdale	Department of Parks and Playgrounds	Glenn E. Turner, City Mgr.		Mrs. Ray Whyte
Fort Myers	Board of Public Recreation	W. B. Dehon	Elizabeth W. Page	Elizabeth W. Page
Jacksonville	Playground and Recreation Board	H. L. Covington, Jr.	Joseph E. Byrnes	Nathan L. Mallison
Key West	City Council	Leslie A. Curry, Mayor		J. J. Kirchenbaum
Lakeland	Recreation Department	Grady Deen, Comr.		W. W. Alderman
Lake Wales	Park Committee of City Council	B. Feinberg		Dave Towns
Miami	Recreation Bureau, Department of Public Welfare	John W. Shisler, Dir.		E. E. Seiler
Miami Beach	Department of Public Recreation	C. A. Renshaw, City Mgr.		J. B. Lemon
Mount Dora	Recreation Bureau, Chamber of Commerce	G. J. White	Louise Lane	J. G. Kirby
Orlando	Department of Public Playgrounds and Recreation	Maj. Charles A. Browne	J. C. Murchison	C. L. Varner
Pensacola	Park and Playground Department	J. H. Bayliss, Mayor		Julian O. Olsen
St. Augustine	Welfare Federation	Dr. J. M. Irwin	Mrs. Noel Mier	Minnie M. Bush
St. Petersburg	Bureau of Recreation	F. R. Francke		P. V. Gahan
Sarasota	Department of Public Recreation		J. E. Richards	
Tampa	Board of Public Recreation	Victor Diaz	Mrs. Lee Gibson	W. L. Quinlan
West Palm Beach	Park Department	A. S. Andersen, City Mgr.		Mrs. B. S. Jordahn
Winter Haven	Recreation Department	A. C. Newman, City Mgr.		Dewit Sinclair
Georgia				
Atlanta	Park Department	John A. White	Lillian Everett	Mrs. Chester W. Johnson
Columbus	Department of Parks and Recreation	Edwina Wood	Maurice W. Squirrell	Maurice W. Squirrell
Fitzgerald	Y. M. C. A.	Charles S. Perry	P. T. Craig	E. A. Russell
Macon	Playground and Recreation Association	Herbert Smart	Mrs. Wilma E. Beggs	Mrs. Wilma E. Beggs
Savannah	Recreation Commission	Mrs. F. H. Oliver	H. S. Bounds	H. S. Bounds
Thomaston	Kiwanis Club	F. C. Lewis	Fred Smith	A. J. Nitzschke

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Idaho				
Boise	City and School Board			L. H. Basler
Pocatello	Y. M. C. A.	A. D. Lawrence	R. R. Wolf	Austin L. Jones
Illinois				
Aledo	American Legion Auxiliary	Mrs. M. K. Bellows	Mrs. John Parkinson	
Alton	Playground and Recreation Commission	Rev. O. W. Heggemeier		H. Ray Myers
Aurora	Playground Department	W. B. Greene	Mrs. A. M. Snook	Jean E. Mored
Berwyn	Playground and Recreation Commission	Frank Terdina	James Novak	W. F. Pfuderer, Jr.
Blue Island	Playground and Recreation Association	A. C. Seyfarth	Mrs. J. P. Postweiler	Edward Marshall
Cairo	Park Commission	Rev. C. R. Dunlap	A. Barter	
Calumet City	Memorial Park District	John Totzke	Martin H. Finneran	Edward Fedosky
Canton	Park District	U. G. Orendorff	F. A. Perkins	
Carpentersville	Village of Carpentersville	A. W. Squires		
Centralia	Recreation Department	R. O. Brigham	T. W. Clarida	Edgar Drake
Chicago	Bureau of Parks, Recreation and Aviation		Walter Wright, Supt.	Theodore A. Gross
"	South Park Commissioners	Edward J. Kelly	Milton E. Connelly	V. K. Brown
"	West Chicago Park Commissioners	W. R. James	R. J. Daley	William J. H. Schultz
"	Bureau of Recreation, Board of Education	Lewis E. Myers	Charles E. Gilbert	Herman J. Fischer
"	Community Center Division, Board of Education	Lewis E. Myers	Charles E. Gilbert	Marie G. Merrill
"	Calumet Park District	D. J. Kennedy	William H. German	D. J. Kennedy
"	Lincoln Park Commission	Warren Wright	Louis Nettlehorst	Oscar Knop
"	Northwest Park District	Joseph F. Gubbins	Eden T. Brekke	
"	River Park District	Joseph A. Lynn	Timothy J. Gleeson	
"	West Pullman Park District	S. S. Jackman	J. W. Lamble	
"	Ridge Park District	F. A. Dieffenbach	H. P. Hanson	Ralph W. Morgan
Chicago Heights	Park Board	George I. McEldowney	Homer Abbott	W. G. Gaunt
Cicero	Park District	Joseph E. Hlinka	John Hlinka	
Cook County	Forest Preserve District	Anton J. Cermak		John F. Berry
Decatur	Pines Community Association	Horace B. Gorman	E. J. Muffley	E. J. Muffley
Dixon	Park Board	Louis Pitcher	E. B. Raymond	
East Dundee	Playground Committee	C. A. Meier	Harry Wendt	
East St. Louis	Park District	Stephen D. Sexton		Emmett P. Griffin
Edwardsville	Playground Board	Gilbert Grise		
Elgin	City Council	F. M. Lasher	Ruth McGregor	
Evanston	Bureau of Recreation	Robert T. Sherman		W. C. Bechtold
Freeport	Park Board	Melvin Schaub	Clarence Young	Charles Demater
Glencoe	Municipal Playground Committee	William S. Edwards		J. A. Williams
Granite City	Park District	W. Milton Worthen	H. D. Karandjeff	
Harvey	Park Department	Jack Ebert	Harris Dante	Harris Dante
Highland Park	East Park District	Everett L. Millard	Edward M. Laing	Edward M. Laing
Jacksonville	Park Commission	A. C. Metcalf	T. J. Brennan	James Samples
Joliet	Bureau of Recreation	H. Ambrose Perrin	P. H. Slocum	P. H. Slocum
Kankakee	Park District	R. G. Drolet	Charles D. Henry, Jr.	
Kewanee	Park District	Arthur Cook	O. F. Lyman	E. R. Waller
Lake Forest	Park Board	F. A. Preston	C. T. Gunn	R. H. Peters
LaSalle-Peru	Social Center	William J. Clancy	Katherine Keegan	Howard Fellows
Lincoln	Public Schools	Dr. E. C. Gaffney	Frank Bollin	Louise G. Small
Maywood	Playground and Recreation Board	Nels Larson	R. J. Tropf	Claudius Collisi
Mount Carmel	Kiwanis Club	L. M. Teverbaugh	William Stein	S. W. Schneck
Oak Park	Playground Board	Dr. H. J. Stewart	Dudley C. Meyers	Josephine Blackstock
Ottawa	Playground Commission	Morey Roberts	Fred A. Gerding	O. J. Christmann

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Peoria	Recreation Commission	Minor Barton	R. E. Stowell	Walter B. Martin
"	Park Board	M. G. Newman	Rose Berglin	
River Forest	Playground and Recreation Board	E. A. Davenport	Mrs. E. W. Badenoch	A. L. Lyons
Rockford	Board of Park Commissioners	A. R. Floberg	H. E. Folgate	C. T. Pedlow
"	Booker Washington Social Center	Dr. Jett Davis	Mrs. Martha Bowden	Lola Robinson
Rock Island	Playground and Recreation Commission	Mrs. W. H. Marshall	Ben T. Reidy	M. H. Hodge
Rushville	Playground Committee, Scripps Park Board	Mrs. Paul C. Brines		Lilybell Bowman
St. Charles	Henry Rockwell Baker Memorial Community Center	Henry Roehlk	George Thompson	Robert F. Munn
Silvis	Playground and Recreation Commission	James Shannon	Edythe Parsons	Helen Peterson
Springfield	Playground and Recreation Commission	Frank Buedel	C. R. Horrell	J. E. MacWherter
Stillman Valley	Community Recreation Association	T. H. Parkinson	Ellery G. Seeberg	H. M. Mathews
Streator	Trustees of Anderson Fields	A. H. Anderson	M. M. Hodgkins	
Sycamore	Park District	W. M. McAllister	S. M. Henderson	
"	Community Center Association	W. M. McAllister	Elizabeth A. Roblin	Elizabeth A. Roblin
Urbana	Park District	J. C. Blair	W. C. Noel	W. C. Noel
Waukegan	Playground and Recreation Board	Harry A. Hall	Fred W. Graff, Jr.	E. L. Walkup
Wilmette	Playground and Recreation Board	Henry H. Fowler	Daniel M. Davis	Daniel M. Davis
Winnetka	Community House, Board of Education, Park District	Rev. J. W. F. Davies, Dir.	Mary Williams	Harry P. Clarke
Indiana				
Anderson	City Park Board	Emory Jackson	Fred Dixon	E. J. Rodd
Bedford	Recreation Commission	A. Russel Walles	James J. Crossett	Charles R. Ivey
Bloomington	Park Board	Fred J. Prow	William H. Adams	
Bluffton	Park Board	J. C. Moynihan	Violet Stogdill	
Brazil	Recreation Board	A. B. Nees	C. P. Keller	E. A. Brunoehler
Columbus	Recreation Commission	W. H. Dobbins	W. E. Simmon	Walter M. Hall
Crawfordsville	Public Schools	M. C. Darnall	Walter H. O'Neall	Nolan C. Craver
East Chicago	Department of Community Recreation	Mrs. B. E. McQuaid	Joseph W. Dunsing	F. V. Merriman
Evansville	Municipal Recreation Department	Claude Wertz	Gilmore Haynie	G. G. Eppley
Fort Wayne	Board of Park Commissioners	Col. D. N. Foster	Cecelia M. Welch	Carrie A. Snively
"	The Wheatley Social Center	Dr. W. N. Comner		Edgar J. Unthank
Goshen	Recreation Commission	Donald Stoutenour	Mrs. Clara Trauterveen	Mrs. Esther T. Lehman
Hammond	Municipal Recreation Department and Community Service	A. M. Turner		Charles W. Clark
Indianapolis	Recreation Department, Board of Park Commissioners	Jackiel W. Joseph	Mary E. Griffin	David B. Kilgore
Jeffersonville	Recreation Board	Wilmer T. Fox	C. B. Beeson	S. Harlan Vogt
Kendallville	City of Kendallville	W. C. Anman, Mayor		
Kokomo	Park Board	F. D. Miller	Herbert Reyburn	Milton Wolfard
LaPorte	Board of Education	C. V. Shields	W. G. Miller	Mabel Foor
"	Civic Advisory Board	A. J. Link	Mrs. A. Sommerfield	William A. Goering
Marion	Park Commission	Carl F. Barney		Josephine Hardey
Michigan City	Public Schools	Fred Ahlgrim		
Mishawaka	Chamber of Commerce		H. A. Moran	F. W. Steele
New Albany	Playground and Recreation Commission	S. E. Simonson	Frank Clipp	Frankie Z. Seabrook
New Castle	Cemetery and Park Committee	Claude Byers		
Pendleton	Park Board	C. W. Roberts	J. H. Walker	C. F. Kramer
Peru	Y. M. C. A.	C. Y. Andrews	J. H. Mitchener	J. H. Mitchener
Richmond	School Board	Willard Carr	Wilfred Nevue	W. G. Bate
"	Townsend Community Center	Mrs. J. Williams	C. Stircle Patterson	Mrs. Julia Wrenn Partner
Shelbyville	Recreation Association	Hicks Currey	George Parker	C. A. Burnam
South Bend	Board of Park Commissioners	Richard Elbel	Ralph Keltner	E. H. Burnham
"	Board of Education	R. B. Dugdale		E. H. Burnham

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Speed	Recreation and Welfare Department, Louisville Cement Corporation			Jesse G. Dorsey
Tell City	Playground Committee	Mrs. Porter J. Coultas	Mrs. Ross M. Gregory	Mrs. Culver Cissna
Terre Haute	Board of Park Commissioners	Mrs. B. B. White	George G. Morris	A. J. Carbon
Wabash	Community Service	O. J. Neighbours	Herman Eiler	W. C. Mills
Warsaw	Park Board	John A. Sloane	Elmer B. Funk	Elmer B. Funk
Whiting	Community Service	Thomas B. Cerajewski	Mrs. A. Pataky	John Sharp
Iowa				
Cedar Falls	Board of Park Commissioners	J. G. Wyth	L. W. Slutts	
"	Board of Education	H. M. Merrill	L. E. Daubenberger	F. L. Mahannah
Cedar Rapids	Playground Commission	Wallace Darling	Horace Hedges	Willard Hayes
"	Department of Parks and Public Property	Edward Stefan		
Centerville	Kiwanis Club		Russell Buss	
Clinton	Park Board	W. W. Cook	E. F. Mayer	L. P. Hannaher
Corydon	Park Commission	Tedford W. Miles, Mayor		
Council Bluffs	Board of Park Commissioners	M. F. Rohrer	Frank Peterson	Aksel Johnson
Creston	Park Commission	Charles Glathly, Comr.	Charles Glathly	
Davenport	Board of Park Commissioners	George W. Cable	Dr. H. G. Pape	C. O. E. Boehm
"	Grounds and Building Committee, City Council	J. J. Bryson	O. E. Johnson	O. E. Johnson
Des Moines	Playground and Recreation Commission	Steele Blake	Margaret A. McKee	Margaret A. McKee
"	Department of Parks and Public Property		Helen Richter	
Dubuque	Playground and Recreation Commission	H. C. Baumgartner	George Roepsch	Bernard M. Joy
Fort Dodge	Board of Education	K. D. Miller	Esther Peterson	John M. Bice
Grinnell	Grinnell College			J. C. Truesdale
"	Social Service League	Mrs. Louise M. Henely	John C. Lincoln	Mrs. D. M. Cox
Marion	American Legion, Marion Post No. 298	Z. N. Lundy	L. R. Fitzgerald	C. E. Oliphant
Marshalltown	Parent-Teacher Council	Mrs. George Sheely	Mrs. Fred Susie	Priscilla Southgate
Muscatine	Park Committee	J. B. Diercks	G. M. Titus	
Ottumwa	Park Board	P. P. Phillips	Mrs. A. P. Murphy	C. W. Brockman
"	Y. M. C. A.	Ed How	E. J. Eigenmann	E. J. Eiganmann
Rockwell City	Park Commission	L. J. Voss	C. O. Dixon	
Sioux City	Department of Recreation, Board of Education	Leslie Haley	H. C. Roberts	C. R. Northup
Storm Lake	City of Storm Lake		G. S. Robinson	
Waterloo	Playground Commission	George W. Lucht	Mrs. F. B. Brocksus	Victor A. Read
Kansas				
Coffeyville	Public Schools	Charles D. Ise	Thelma C. Mifflin	
Coldwater	City of Coldwater	Wallace G. Case, Mayor		
El Dorado	Board of Education	R. T. McCluggage	Charlotte Byrum	George Bromell Mary Ploughe
Goodland	Recreation Committee	Mrs. C. J. Shimeall		Grace Read
Herington	City of Herington	Mr. Dreese		Ralph Longbine
Independence	Park Board	C. H. Kerr, Mayor	C. H. Kerr	
Junction City	Board of Education	E. L. Novotny, Supt.		J. H. Friend
Manhattan	City of Manhattan		Charles H. Lantz	
Parsons	Board of Education	William Cunningham		C. J. Mills
Pittsburg	Park Department	R. M. Collins, Comr.		R. M. Collins
Salina	Y. M. C. A.	E. R. Allbee	Charles Atkinson	A. B. Huckabee A. W. Gallegher
Smith Centre	Community Park Trustee	S. C. Stevens	S. C. Stevens	
Topeka	Board of Education	James A. McClure	H. L. Armstrong	L. P. Dittemore
Wichita	Board of Park Commissioners	L. W. Clapp	Nan H. Henderson	Alfred MacDonald

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Kentucky				
Lexington	Civic League	Mrs. Cecil Cantrill	Mrs. J. H. White	Anna S. Pherigo
"	Community Service League	Mrs. M. A. Wendell	Mrs. Hattie Rowe	T. E. Brown
Louisville	Recreation Division, Department of Public Welfare	F. H. Marvin, Dir.		Dorothea Nelson
Newport	Playground Committee, Community Service	Mrs. William Cain	Mrs. Edward C. Wendt	Mrs. E. F. Bair
Owensboro	Recreation Association	J. L. Foust	John Oberst	George Newton Parrish
Paducah	Board of Park Commissioners	R. Rudy	H. S. Wells	
Russell	Boys' Work Committee—Y. M. C. A.	C. S. Patterson	W. T. Smith	W. W. Tenney
Louisiana				
Alexandria	The Civic League of America	Mrs. C. A. Hunter	W. L. Wall	W. E. Brown
"	Peabody Public High School	J. B. Lafargue		T. H. Segrow
Baton Rouge	Department of Streets and Parks	G. W. Garig, Comr.		
Donaldsonville	Improved Order of Red Men	H. F. Vulliamy	H. F. Vulliamy	H. F. Vulliamy
Lafayette	Department of Public Property	Wilson J. Peck, Comr.		Mrs. Albert T. Boudreaux
Lake Charles	Woodbury Community Center	Willie Bell	S. J. Young	F. J. Davis
Monroe	Recreation Department	Sam Goldman	Fred Williamson	Lucyle Godwin
New Orleans	Playground Community Service Commission	Mrs. A. J. Stallings	Mrs. Edward Pilsbury	L. di Benedetto
"	Public School Athletic League	John R. Ceonniff	Charles R. Brennan	Frank J. Beier
"	City Park Board	Felix J. Dreyfus	Joseph Bernard	
"	Sylvania F. Williams Community Center	Dr. A. W. Brazier		Mrs. Naomi Irwin Evans
Shreveport	Park Board	J. G. Palmer, Mayor		Grover C. Thames
Maine				
Auburn	Y. M. C. A.	C. S. Cummings	Ernest Strauss	Clarence C. Yocom
Augusta	Park Department	Mrs. George E. Macomber		Samuel McCall
Bangor	Chamber of Commerce	William H. Martin	Wilford Hennessey	
Belfast	Planning Board and Park Commission	Lynwood B. Thompson	Hermon H. Coombs	Margaret Ladd
Derby	Improvement Society	Mrs. O. P. Hackett	Mrs. T. N. Hopper	Lura Hoit
Portland	Recreation Commission	Arthur W. Jordan	Granville R. Lee	Granville R. Lee
Rumford	Park Commission	O. J. Gonya	Charles A. Mixer	Charles A. Mixer
Sanford	Playground Committee	Harry Stott		William Clarke
Waterville	Park Commission	Mrs. A. F. Drummond		J. Frank Goodrich
Westbrook	Community Association	Joseph A. Warren	John E. Hyde	Paul F. Fraser
Maryland				
Baltimore	Playground Athletic League	Robert Garrett	L. K. Miller	William Burdick
"	Board of Park Commissioners	George W. Cameron	J. V. Kelly	
Frederick	Playground Commission	Lloyd C. Culler		Adrian L. McCardell
Salisbury	Athletic Association			H. M. Hearne
Massachusetts				
Amesbury	Park Commissioners	William Sanborn	James MacLean	Emily E. Watkins
Andover	Andover Guild	Arthur Sweeney	Mrs. H. M. Poynter	Margaret Davis
Arlington	School Department	M. N. Stratton	Chester A. Moody	Charles Downs; Katherine McCarty
Athol	Recreation Commission	A. Macmaster		J. F. Dowling
Attleboro	Horton Field Committee	Walter M. Kendall		
Attleboro Falls	Playground Committee	John Daley		
Belmont	Playground Department	John S. Moore	Lewis S. Harris	Lewis S. Harris
Beverly	Playground Division, Public Works Department	James W. Blackmer, Comr.		James H. Fitzgibbons
Boston	Department of Extended Use, Public Schools			James T. Mulroy

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Boston	Department of Physical Education, School Committee	Joseph J. Hurley	Ellen M. Cronin	Nathaniel J. Young
"	Board of Park Commissioners	William P. Long	Daniel J. Byrnes	William P. Long
"	Community Service	Joseph Lee	M. Olive Crowley	W. Duncan Russell
Braintree	Park Commission	A. F. Hollis	W. C. Mitchell	L. T. Holder
Brockton	Playground Commission	John F. Scully	Abbie O. Delano	Arthur E. Staff
Brookline	Playground Department	Richard C. Floyd	Sara A. Cunniff	Charles P. Cameron
Cambridge	Board of Park Commissioners	Jeremiah J. Coughlan	Rose E. Manning	Stephen H. Mahoney
Chelsea	Park Department	Thomas F. Punch		
Chicopee	Park and Playground Commission	Helen C. Gaylord	Arthur C. Tovey	John J. Nelligan
Clinton	Playground and Recreation Commission	Stanley W. McRell	Ethel L. Wilder	Clarke Wiesman
Dalton	Community Recreation Association	William Kennedy	James F. Tully	William J. Sandford, Jr.
Dedham	Community Association, Inc.	Charles C. J. Kimball	James P. Roberts	Mrs. Ada H. Pillsbury
Easthampton	Recreation Commission	John Waly	Michael Holleran	Arnold Cleary
East Walpole	Francis William Park, Playground Committee	A. H. Anderson	Welthea M. Smith	Fred O. Duncan
Everett	Playground Commission	F. A. Hutchings	H. L. Sanders	
Fairhaven	Park Commissioners	H. B. Dutton	L. F. Poor	Mrs. H. B. Dutton
Fall River	Park and Recreation Commission	James E. Fitzgerald	Joseph E. Theberge	Helen M. Leary
Fitchburg	Park Commission	Charles F. Sweeney	Ernestine E. Brewer	Ruth M. Donovan
Framingham	Park Department	Nathaniel I. Bowditch	Arthur C. Winch	Helen M. Quirk
"	Civic League	John M. Merriam	Mrs. J. J. O'Connor	Franklin D. MacCormick
Gardner	Park Department	Thomas J. Gilhooly		Thomas J. Gilhooly
Greenfield	Recreation and Playground Commission	Harold L. Deane	Nellie O. Bascom	James D. Hays
Hamilton-Wenham	Community Service	Houston A. Thomas	Mrs. C. C. Ready	Lawrence R. Stone
Haverhill	Playground Department	Charles D. Porter	A. M. Estabrook	F. James Caswell
Hingham	Playground Committee	Ira Hersey	William J. Keefe	Lucy Norris
Holyoke	Parks and Recreation Commission	George H. Sinclair	Mina F. Robb	Patrick H. Kelly
Lawrence	Department of Public Property	John A. Flanagan	William V. Crawford	William R. Higgins
Leominster	Playground Commission	Bertram H. Hayes	Dr. W. H. Perry	Paul Toolin
Lexington	Park Department			John J. Garrity
Lowell	Board of Park Commissioners	Clarence M. Weed	John W. Kernan	John W. Kernan
Ludlow	Athletic and Recreation Association	Fred J. Cummings	Milton B. Shaw	Mary J. Rooney
Lynn	Park Commission	A. T. Comstock	A. Roy Rafuse	John Morissey
Malden	Park Department	F. J. Walsh	Dr. A. J. McCarthy	Timothy Dempsey
Marlborough	Community Service, Inc.	Ernest P. Carr	Evan W. D. Merrill	Dr. William H. Jones
Medford	Park Commission	Wilton B. Fay	Edward P. Adams	Raymond S. Tobey
Melrose	Park Commission	Richard J. Lord	George W. Rogers	George W. Rogers
Milton	Park Department	William G. Rodd	George Owen, Jr.	John L. Kelly
"	Cunningham Park	Jesse B. Baxter, Mgr.		W. L. Caldwell
Natick	School Department		Clifford R. Hall, Supt.	Charles J. Welch
New Bedford	School Department	Charles S. Ashley, Mayor	Allen P. Keith	
"	Park Department	William Ferguson	Jeremiah Coholan	
Newburyport	Parks and Playground Committee of City Council	Moses E. Wright, Jr.		Mr. Borah
Newton	Playground Commission	Albert P. Carter	Ernst Hermann	Ernst Hermann
Northampton	Frank Newhall Look Memorial Park Trustees	Dr. Frank E. Dow	George B. McCallum	M. Foss Narum
"	City of Northampton	Homer C. Bliss, Mayor	James R. Mansfield	
North Attleboro	Playground Committee	Dr. F. J. Carley		
Norwood	Municipal Recreation Committee	Mrs. H. B. C. Riemer	Maud Shattuck	Josephine Cogan
Orange	Town of Orange	E. E. Lothrop, Town Mgr.		E. E. Lothrop
Peabody	Playground Commission	Henry A. King	Ralph Barr	Henry A. King
Pittsfield	Park Commission	D. F. Farrell	John M. Flynn	J. T. Carmody
Plymouth	Park Commission	Myron L. Smith	James Frazier	Ernest Dunham
Quincy	Park Board	Loretto Tocci	William Trusselle	Franklin B. Mitchell
Rockland	School Department	C. B. Collins	Mrs. Helen Hayden	Victor L. McDonald

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Salem	Park Department	Christian Lantz	Willard B. Porter	Oliver G. Pratt
Somerville	Recreation Commission	George H. Evans	Francis J. Mahoney	Francis J. Mahoney
Southbridge	School Department	Hector M. LeClair	F. E. Corbin	
Spencer	School Department	C. N. Prouty	I. H. Agard	
Springfield	Department of Public Works	Guy Kirkham	Theodor Geisel	James S. Stevens
Taunton	Playground Commission	Harold Galligan	Margaret Slattery	{ Neil Kellaher { Mary L. Burke
"	Davol Playground Commission	Ralph Davol		
Wakefield	Recreation Commission	Eugene J. Sullivan	Mrs. W. W. Greenough	William D. Healey
Waltham	Recreation Department	Howard B. Peterson	E. C. Northrup	John L. Leary
Watertown	Playground Commission	Bernard I. McHugh	Arthur Morris	Edward Cousineau
Webster	School Department	James A. Lobban		George H. Finnegan
Wellesley	School Department	Henry D. White	Mrs. Alice C. Kavanagh	
Westport Point	Methodist Church	Urvan E. Mills		
West Springfield	Playground Commission	Arnold P. Estelle	Shaw D. Sargent	Herbert A. Landry
Woburn	Playground Department	Bernard Peterson	Mrs. Persis Blake	Mildred F. Doherty
Worcester	Parks and Recreation Commission	George S. Barton	George Richardson	Thomas E. Holland
Michigan				
Albion	Community Recreation Association	C. M. Creager	Mrs. S. M. Seekel	Gus McCoskey
Battle Creek	Board of Education	W. G. Coburn, Supt.		J. M. Beam
"	Civic Recreational Association	George Genebach		A. R. Flannery
Bay City	City Commission	G. L. Lusk, City Mgr.		
Benton Harbor	Department of Public Property	H. L. Lynch, City Mgr.		
Birmingham	Village of Birmingham and Board of Education			L. M. Randall
Bloomfield Township	Park Commission	Robert Y. Moore	James V. Bayley	James Dolan
Caspian	Community Center			W. M. Berry
Coldwater	City Schools	M. W. Olds	C. W. Jones	J. T. Symons, Supt.
Dearborn	Recreation Department	Charles Kandt, Jr.	Clarence Doyle	Henry D. Schubert
"	Fordson School District	H. H. Lowrey, Supt.		R. D. Catherman
Detroit	Department of Recreation	C. E. Brewer, Supt.		C. E. Brewer
"	Department of Parks and Boulevards	H. W. Busch, Comr.		
Ferndale	Board of Education	E. F. Down		R. L. Peel
Flint	Recreation and Park Board	Arthur Sarvis		E. C. Dayton
"	Community Music Association	Fred A. Aldrich	Guy L. Stoppert	William W. Norton
Gladstone	Parent Teacher Association	Mrs. R. A. Hale		
Grand Haven	Board of Recreation	J. C. Lehman	Fred C. Ehrmann	Claud A. Bosworth
Grand Rapids	Board of Education	L. A. Butler, Supt.		W. G. Morrison
"	Park Department	U. M. Lowing, Supt.		E. R. Knutson
Grosse Pointe	Neighborhood Club	Mrs. Douglas Campbell	Mrs. W. J. Peabody	W. George Elworthy
Grosse Pointe Township	Board of Education	S. M. Brownell, Supt.		F. L. Geary
Hamtramck	Department of Recreation, Board of Education	Dr. Stanley Wozniak	Henry Karwowski	C. J. Reid
Highland Park	Recreation Commission	C. Chester Mack	Mrs. R. D. Williams	T. H. Fewlass
Ironwood	Public Schools	Dr. S. F. Carpenter	A. B. Johnson	Russell C. Hinote
Jackson	Board of Education	E. J. Frost	Harold Steele, Supt.	O. B. Goodrich
"	Board of Trustees, Ella Sharp Park	C. E. Noyes	R. E. Ward	W. C. Trout
Kalamazoo	Department of Recreation	E. H. Drake		L. P. Moser
"	Douglas Community Association, Inc.	Earl C. Mitchell	Della Stafford	E. M. Barnes
Lake Linden-Hubbell	Lions Club			George A. Graham
Lansing	Department of Recreation			August Fischer
Ludington	Public Schools	E. H. Hoffman	James A. Rye	Mitchell Read
Manistee	Public School	Thomas Knudshop	Ernest Jones	
Menominee	Board of Education	Dr. H. L. Sethney	M. P. Sawyer	Bernard McCann

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Midland	Community Center	E. O. Barstow	Guy L. Shipps	Guy L. Shipps
"	Board of Education	Dr. J. H. Sherk	Ellsworth Brown	Guy L. Shipps
Monroe	Recreation Department, Board of Education			B. M. Hellenberg
Mount Clemens	City Commission	W. Streit, Mayor	Robert Pelteer	W. A. Olsen
Muskegon	Playground Commission	Paul Moon	Louis H. Conger	C. L. Redmond
Muskegon Heights	Board of Education and City			Charles P. Ziegler
Niles	Public Schools	J. D. Elder	J. W. Wood	F. W. Crawford
Pontiac	Recreation Division, Department of Public Welfare			Arthur E. Genter
Royal Oak	Board of Education	George Hartrick	J. C. Austin	John Baldwin
Royal Oak Township	Township Committee, Children's Fund of Michigan	Leroy Chamberlain	L. E. Hume	R. L. Peel
Saginaw	Department of Recreation	A. W. Tausend, Mayor		C. F. Van Ducen
Traverse City	Public Schools	C. L. Poor	O. C. Moffott	John H. Ferenz
Wakefield	City of Wakefield	Yarl H. Hanson, Mayor	Chester A. Rydeski	
Wayne	Board of Commerce	Clyde Maben	Harriett Carr	A. R. McLean
Wyandotte	Recreation Commission	George Mobley	F. W. Frostic	J. A. Henderson
Ypsilanti	Recreation Commission		A. G. Erickson	W. E. Foy
Minnesota				
Albert Lea	City of Albert Lea	C. C. Ludwig, Mayor		
Alexandria	Park Board	Phil J. Noonan	Emil Gahlon	
Austin	Library Board	Mrs. C. L. West	Dr. V. A. Cullen	W. C. Pribble
Chisholm	Independent School District No. 40	J. P. Vaughan, Supt.		C. G. Giffei
Coleraine	School District	Alexander King	H. W. Dutter, Supt.	Charles Nash
Crookston	Park Board	Dr. O. E. Locken	Ed. A. Peterson	
Duluth	Recreation Department			K. M. Harris
Ely	School District No. 12	Joseph Veranth	E. C. Jones	Edward T. Buckley
"	Communtiy Service Center	H. E. Olson	Ray Hoefler	Ray Hoefler
Fergus Falls	Park Board	Robert Hannah	Dr. W. L. Burnap	A. T. Van Dyck
Hibbing	Recreation Board	Adam Schirmer	Mrs. Erwin Lerch	Jess T. Porteous
Leoneth	Parent Teachers' Association	Mrs. C. O. McGowan	Elaine Anderson	Peter Colosimo
Mankato	Board of Education	Dr. J. W. Andrews	E. F. Searing	Louis Todnem
Minneapolis	Board of Park Commissioners	Lucian Miller	Theodore Wirth, Supt.	K. B. Raymond
"	Board of Education	C. A. Reed		Ralph C. Tapp
Mountain Iron	Schools	Joseph Kindred	Waino Mattson	
Nashwauk	School Board	C. Cusciotto	S. Mahon	Judd F. Gregor
Pipestone	Playground Committee, Kiwanis Club	M. T. Evans	O. E. Ashton	John W. Davis
Rochester	Park Board	Art. Nachreiner	William Enke	
"	Parent Teachers' Associations	Ed. Raetz		Paul F. Schmidt
St. Cloud	City Commission	James H. Murphy, Mayor		Joseph P. Munsinger
St. Paul	Department of Parks, Playgrounds and Public Buildings	Clyde R. May	Dorothy Stewart	Ernest W. Johnson
Stillwater	Board of Education	J. D. Bronson	A. J. Holm	G. D. Robbins
Winona	Playgrounds Association	C. D. Tearse		Irvin Gerecke
"	John A. Latch Athletic Board	A. T. French		
"	Winter Sports Committee, City Council	Henry Kreir		
"	John A. Latch Public Bath House Committee	Edward Youmans	Max A. Conrad	Freibert Wachs, Supt.
Mississippi				
Columbus	Parent Teacher Association	E. L. Whittington	E. L. Whittington	E. L. Whittington
Hattiesburg	Hawkins Playground Commission	W. S. F. Tatum, Mayor	Mrs. R. W. Dunn	Neva McWhorter
Jackson	Engineering Department	J. J. Halbert, City Eng.		R. M. Taylor
Mendenhall	Mother's Club	Mrs. J. D. Smith		

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Missouri				
Hannibal	Playground and Recreation Association	Mrs. Mary Harrison	T. T. McKinnery	Mrs. Mary Harrison
Joplin	Park Board	L. B. Cook	F. M. Weeks	
Kansas City	Board of Education	George Welcher, Supt.		Alfred O. Anderson
Moberly	Park Board	L. Kline	A. C. White	
Nevada	Christian Church	Walter Bryant	Cecil Johnson	Huell Warren
St. Charles	City Park Board	W. T. Sparenberg	Edwin Ell	Mr. Derringer
St. Joseph	Board of Park Commissioners	T. L. Ritchey	Viola Burt	W. L. Skoglund
St. Louis	Division of Parks and Recreation			Reuben W. Tapperson
" "	Board of Education	Emil J. Barth	Charles A. Roe	Rodowe H. Abeken
" "	Park and Playground Association	Harland Bartholomew	Alfred H. Wyman	Alfred H. Wyman
Sedalia	Board of Education	J. T. Montgomery	B. S. Touevner	Forrest L. Drake
"	Park Commissioners	Louis F. Ritchie	C. F. Hartenbach	F. F. Moerschel
Springfield	City Park Board	Jake Karschmer	O. L. Karocke	Martha Blankenship
Montana				
Anaconda	Park and Playground Committee	Gov. Walsh	William Quay	Stephen Hanson
"	City Council	L. J. Stelker		
Bozeman	Board of Recreation	Clyde Williams	G. O. Arnold	Mrs. Backer
Lewiston	Park Commission	Mrs. C. W. Cox	George Waltz	
Nebraska				
Hastings	Y. W. C. A.		Lucille Holtsapple	
Kearney	Park Commission	W. T. Souders		
Lincoln	Recreation Board	J. Stanley Welch	Mrs. Fred R. Easterday	Earl Johnson
Neligh	City of Neligh	Leo C. Hewitt, Mayor		
New Hampshire				
Berlin	Parks and Playground Committee	Mrs. Edmund Sullivan	Mrs. L. L. Cutler	Maude D. Monahan
Claremont	Playground Commission	R. G. Blanc	A. B. Kellogg	Leonard Fletcher
Concord	Department of Public Playgrounds	William W. Kennedy	C. I. Tebbetts	Paul Crowell
Dover	Park Commission	T. Jewett Chesley	Fred Quimby	Dorothy Williams
"	Neighborhood House Association, Inc.	Mrs. Edith Brown	Mrs. Elizabeth Welch	Edith G. Brewster
"	Lothrop Memorial Hall Board	Ashton Rollins	Ralph Bunker	Bradley M. Clarke
East Jaffrey	Parent-Teacher Association	Mrs. Walter H. Clark		
Hillsboro	Playground Committee	Marshall Derby		
Laconia	Park Commission	Alfred Wyatt	Mrs. E. D. Leverns	
Lebanon	Carter Community Building Association	William S. Carter	Florence Campbell	Willis F. Hoagh
Manchester	Park, Common and Playground Commission	Frank P. Carpenter	Frank C. Livingston	Carl F. Simon
Nashua	Recreation Commission	Dr. C. H. Babbitt	Archibald Cheney	R. A. Pendleton
Newport	Park and Playground Commission	Paul H. Trask	E. S. Newcomb	W. S. Hughes
Portsmouth	Board of Public Works	Harry Philbrook	George Osgood	George Osgood
Rochester	School Department	L. H. McDuffee	William H. Bucker	
Somersworth	Noble Pines and Playground	G. F. Symes	F. K. Wentworth	Anna Kavanaugh
New Jersey				
Allenhurst	Borough of Allenhurst	William E. Selby, Mayor		
Atlantic City	Department of Finance	Joseph A. Paxson, Comr.		Glenn C. Heller
" "	Department of Public Safety	William S. Cuthbert, Comr.		Dr. Charles L. Bossert
Avalon	Fun Chase Playground Committee	Mrs. Nettie Rowley		Mrs. Joseph H. Gaskill
Belleville	Recreation Commission	Charles L. Steel, Jr.	John Cullen	Clifton H. Ross
Bloomfield	Recreation Commission	Hervey S. Vassar	Harold H. Phillips	C. A. Emmons, Jr.

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Bordentown	Board of Education	Frank Buchanan	E. A. S. Bechtel	
Burlington	Playground and Recreation Committee	Beonard Leonard	George C. McKann, Jr.	George C. McKann, Jr.
"	County Tuberculosis League	Dr. M. W. Newcomb	Daisy S. Hollingshead	Daisy S. Hollingshead
Camden	Department of Parks and Public Property	Clay W. Reesman, Comr.		Phillips R. Brooks
Clifton	Department of Recreation, Board of Education	Samuel Wolstenholme	Andrew Chambers	Arthur Argauer
Collingswood	Board of Education	Dr. F. E. Jones	H. M. Restrick	H. T. Irvine
Cranford	Playground and Recreation Commission	W. J. Willsey	Mrs. Beatrice Warner	Daniel R. Neal
Dover	Recreation Commission	Arline P. MacFall		A. M. Jenkins
East Orange	Board of Recreation Commissioners	Thomas A. Barrett	Lincoln E. Rowley	Frances H. Haire
Elizabeth	Recreation Commission	James L. O'Neil	Claude A. Allen	Claude A. Allen
Englewood	Board of Education	Thomas R. Cox	Alice S. Coe	Winton J. White, Supt.
Essex County	Park Commission	Robert S. Sinclair	David I. Kelly	David I. Kelly
Hackensack	Board of Education and Improvement Commission	Lee Campbell	Frank Dixon	Charles D. Todd
Hackettstown	Board of Education	E. W. Kilpatrick	Charles M. Albright	William Voorhees
Harrison	Board of Recreation Commissioners	William H. Scott	H. George Hughes	H. George Hughes
Hoboken	Department of Parks and Public Property	A. C. Carsten	Joseph Kinaugh	Julius Durstewitz
Irvington	Department of Public Recreation	Harry E. Stanley, Comr.		Philip LeBoutillier
Jersey City	Department of Parks and Public Property	Arthur Potterton, Comr.		Frank A. Deisler
Kearny	Recreation Commission	William Stiles	T. N. Clark	James P. Craig
Leonia	Board of Education and Borough Council			Roy Nickerson
Millburn	Shade Tree Commission	F. H. Schmidt	F. P. Craig, Rec. Comr.	John Fox, Jr.
Montclair	Board of Education	F. G. Pickell, Supt.	F. P. Reagle	F. G. Armstrong
Moorestown	Recreation Commission	Walter Carson	Mrs. Mabel C. S. D'Olier	Ben P. Rumpeltes
Morristown	Park Department	Thomas F. Dunn		
Mt. Tabor	Playground Commission	William C. Cudlipp		
Newark	Department of Recreation, Board of Education			Lewis R. Barrett
New Brunswick	Department of Playgrounds	Mrs. Adelaide H. Marvin		William Beck
North Plainfield	Recreation Commission	Charles E. Reed	Raymond E. Miller	William Lawrence
Orange	Department of Parks and Public Property	Charles Ippolito, Comr.		Carl F. Seibert
Passaic	Recreation Department	John R. Johnson, Comr.		Reeve B. Harris
Paterson	Board of Recreation	Edward J. Cody	Sadye R. Fidler	Alfred P. Cappio
Perth Amboy	Department of Playgrounds and Recreation	Albert G. Waters, Comr.		Charles T. Kochek
Phillipsburg	Department of Parks and Public Property	John F. O'Donnell		
Plainfield	Recreation Commission	A. L. Seidler	I. G. Mulford	R. O. Schlenter
Radburn	The Radburn Association	B. H. Saunders	J. O. Walker, Mgr.	R. B. Hudson
Red Bank	Y. M. C. A.	John A. Allen	Richard T. Smith	Frank Pingatore
Ridgefield Park	Department of Public Works	Edwin S. Ferris, Comr.		John Fries
Ridgewood	Board of Education	E. B. Lilly	John Kollman	Ira W. Travell
Riverton	Borough Council	Howard M. Rogers, Mayor	Daniel M. Clifton	C. Richard Snyder
Roselle Park	Board of Education	William F. Bigelow	Walter G. Elicker	G. Hobart Brown
Rutherford	Lions Club	H. H. Edwards	I. R. Mathews	Albert Illinger
Salem	Playground Committee, Woman's Club	Margaret M. Griscom		
South Orange	Board of Recreation	W. A. Manda	R. A. Hartz	Joseph J. Farrell
Spring Lake Beach	Memorial Community House Trustees	Samuel Heilner	Mrs. Samuel Heilner	Mrs. Mildred E. Simons
Summit	Board of Recreation Commissioners	Mrs. James H. Gross	Mrs. Frances D. Twombly	John A. Nolan
Union County	County Park Commission	Caxton Brown	W. Richmond Tracy	F. S. Mathewson
West Orange	Public Parks and Playground Department	George V. McDonough, Comr.		William J. Hulighan
New Mexico				
Chimayo	John Hyson Memorial School			Zoe Ellsworth
Raton	City of Raton	A. R. Streicher, Mayor	Ernest V. Ludlum	Elton Durham

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
New York				
Albany	Board of Education	William S. Dyer		Frederick F. Futterer
Amsterdam	Recreation Commission	John J. Kennedy	Fritz Heil	Allen T. Edmunds
Auburn	Recreation Department	J. F. Donovan, City Mgr.		
"	Booker T. Washington Community Center	H. G. Robinson	Mrs. Martin J. Lower	Mrs. Elaine T. Pollard
Ballston Spa	Community House Council	Ella M. MacWilliams	Harry Hayward	Mrs. Lena Rogers
Binghamton	Department of Education	D. J. Kelly, Supt.		Effie F. Knowlton
Briarcliff Manor	Park Department	Henry H. Law, Mayor	Alfred H. Pearson	
Buffalo	Department of Parks, Division of Recreation	Frank F. Cannon	William Humphrey	Joseph F. Suttner
"	Department of Physical Education	Ira T. Gleason	James Storer	Carl H. Burkhardt
Canastota	Playground Commission	Mrs. D. F. Wallace		Luella Mead
Chatham	The Morris Memorial Boys' Club	B. A. Danyew	C. H. Hutchinson	F. J. Tabor
Cohoes	Recreation Commission	Charles A. Northey	Mrs. Carl A. Ohman	T. D. P. Aldrich
Corning	Board of Public Works			W. O. Drake
Cortland	Board of Education	C. D. VerNooy	Lillian Smith	Ross O. Shafer
Dobbs Ferry	Woman's Club	Mrs. Hugh Thornton	Mrs. S. Storm	
Dunkirk	Board of Education	F. R. Darling, Supt.		K. Hoeppner
Eastchester	Recreation Commission	G. N. Schmiedel	Vivian O. Wills	Vivian O. Wills
Elmira	City Recreation Commission	D. H. Donahue	Harry Bogart	J. F. Riley
"	Board of Education	H. O. Hutchinson, Supt.	Miss E. Hill	Arthur Hirst
Erie County	County Park Commission		Joseph P. Zenger	A. B. Weaver
Floral Park	Playground Commission	David Hill	Harold V. Peters	James H. Glenn
Fulton	Board of Education	M. B. Hargrave	G. R. Bodley	Willard Anderson
Geneva	Park Board	R. H. Gulvin	W. A. Gracey	G. W. Jenkins
Glens Falls	Recreation Commission	Charles Gelman		Ruth Sherburne
" "	Glens Falls Outing Club, Inc.	B. F. McCreery		Ruth Sherburne
Gloversville	Board of Education	Judson Zimmer	A. E. Severn	Francis Blake
Hastings-on-Hudson	Women's Club	Mrs. H. Shreve		E. LeRoy Cochran
Herkimer	Recreation Commission	J. R. Wood	Mrs. J. Campbell	E. E. Morgan
Hudson	Playground and Park Committee	George Spaulding		Duncan S. MacDonald
Hudson Falls	Community Playground Board	Mrs. Preston Paris	David S. Fisk	Patrick H. Shea
Ilion	Playground Association	Leon H. Powers	H. M. Dexter	A. A. Swartout
Ithaca	Playground Committee, Board of Education	Mrs. Bessie Button	C. Louise Stilwell	Edgar E. Bredbenner
"	Serv-Us League Center	J. W. Hook	Mrs. Vera Irvin	Mrs. Jessie B. Cooper
Jamestown	Board of Education	Henry T. Love		Harry T. Watson
Johnson City	Public Schools	W. L. Kocher	A. L. O'Dea	
Johnstown	Board of Education	Erie L. Ackley		Grace Saltzgaber
Kenmore	Village Board	F. L. Clifford	Walter Ducker	
Lackawanna	Department of Public Works	Bernard A. McDonnell, Comr.		Clinton C. Couhig
LeRoy	Recreation Commission	E. W. Spry		Edward Reifsteck
Middletown	Recreation Commission	Stanley Millspaugh	Mrs. D. W. Rich	Frederic P. Singer
Mount Vernon	Recreation Commission	Mrs. Herbert L. Baker	Frances K. Marlett	H. Q. White
Newburgh	Recreation Commission	J. R. Thompson	Frederick M. McNair	Douglas G. Miller
New Rochelle	Recreation Committee, Board of Education			Edward A. Wilson
New York City	Bureau of Recreation, Department of Parks, Bronx	Thomas J. Dolen, Comr.	James J. Thornton	John J. McCormack
" " "	Department of Parks, Brooklyn	James J. Brown, Comr.	John J. Sullivan	John J. Downing
" " "	Bureau of Recreation, Department of Parks, Manhattan	Walter R. Herrick, Comr.		James V. Mulholland
" " "	Bureau of Recreation, Department of Parks, Queens	Albert C. Benninger, Comr.	Joseph F. Mafera	John F. Murray
" " "	Board of Education, Division of Extension Activities	George J. Ryan	Joseph L. Miller	Eugene C. Gibney
" " "	Recreation Centers Committee, Community Councils	Grover A. Whalen	Frank P. Beal	Frank P. Beal
" " "	Parks and Playgrounds Committee, Brooklyn	Frank C. Munson	Evelyn R. Meyers	Evelyn R. Meyers
" " "	The Children's Aid Society	William C. Osborn	Owen R. Lovejoy	Raymond L. Anderson
Niagara Falls	Recreation Department			Earl A. Pritchard

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Oakfield	Parent Teachers	William Daniels		Mr. Goldberg
Olean	Board of Education	John F. Turner	Dr. Donald A. MacDuffie	A. W. Buley
Oneida	Park and Playground Commission	George T. Lascelle	Hartley F. Joy	Harold E. Klue
Oneonta	Board of Education	Henry Saunders	Dr. G. J. Dann, Supt.	W. Edwin Long
Ossining	Recreation Commission	Mrs. H. H. Murdock	Mrs. W. A. Twiggar	Mary Mansfield Halpin
Oswego	Board of Public Works	J. Francis Gill		David E. Powers
Patchogue	Board of Trustees	E. Agate Foster	John P. Losee	
Penn Yan	Parent-Teacher Association	Mrs. W. J. Tylee		H. C. Dickson
Port Chester	Recreation Commission	Halsey J. Yunson, Jr.	Mrs. Thomas J. Blain	Doris E. Russell
Poughkeepsie	Board of Education	Albert C. Rust	Ward C. Moon, Supt.	Sam J. Kalloch
Purchase	The Purchase Community, Inc.	William A. Read, Jr.	Mrs. Henry Esberg	Dorothy Mason
Rensselaer	Recreation Commission	William J. Adams		William J. Adams
Rhinecliff	Morton Memorial Library	Mrs. Helen Morton	G. Morton Minot	Harriett E. Woolley
Rochester	Division of Playgrounds, Bureau of Parks, Department of Public Safety	Patrick J. Slavin, Dir.	Gertrude Hartnett, Dep. Dir.	Chester B. Leake
"	Department of Health Education, Board of Education	Herman J. Norton, Dir.		
Rome	Board of Public Works	Harold G. Rice		W. G. Keating
Sag Harbor	Park and Recreation Association	G. Augustine Kiernan	William F. Young	Arnold M. Lewis
Saratoga Springs	Board of Education	Cyrus B. Elmore	Harris Crandall	Patrick B. Kearney
Schenectady	Parks Department	W. H. Mishler		Charles J. McFaden
Syracuse	Park Department	Frank M. Wescott, Comr.		Bertha Downs; Roy Martineau
Tarrytown	Neighborhood House	Mrs. John Bolles	Ruth French Adams	Mildred J. Oliver
Troy	Recreation Department	Joseph Hormats	Paul J. Lynch	Paul J. Lynch
Utica	Department of Recreation	Albert J. Conboy	Heber E. Griffith	M. Esthyr Fitzgerald
Westchester County	Recreation Commission	Mrs. Eugene Meyer, Jr.	Ruth Taylor	George Hjelte
" "	Park Commission	Arthur W. Lawrence	James W. Howorth	
Watertown	Department of Public Works	Paul Sutten, City Mgr.	Bertha Sweeney	William I. Graf
Watervliet	City of Watervliet	R. J. Murray, City Mgr.		F. Baron
Whitesboro	School Board	Fred J. Sisson	Edith Pearce	Frances Gale
Yonkers	Community Service Commission	E. Wetmore Kinsley	Kristen Kristensen	James F. McCrudden
North Carolina				
Canton	Champion Y. M. C. A.	J. H. Keener	Lee McElruth	G. C. Suttles
Charlotte	Park and Recreation Commission	Dr. John Hill Tucker	Carrol D. Taliaferro	Walter J. Cartier
Durham	Recreation Commission	Mrs. F. L. Walker, Jr.	Robert W. Flack	C. R. Wood
Gastonia	City of Gastonia and City Schools	W. L. Balthis		Charles E. Hamilton, Jr.
Goldsboro	Wayne Memorial Association	Lionel Weil	Ruth Pate	R. C. Robinson
Greensboro	City Schools	G. B. Phillips, Supt.		A. P. Routh
Hamlet	Y. M. C. A.	A. Kimmick	J. H. Bowen	A. B. Osborne
High Point	Park and Recreation Commission	John Ables	Mrs. C. M. Waynick	W. F. Bailey
Lexington	Recreation Commission	Rev. J. R. McGregor	John H. Cowles	J. M. Neese
Raleigh	Physical Education Department, Public Schools	Mr. Culbrety, Mayor		Dorothy Nash
Roanoke Rapids	Schools	T. W. Mullen	C. W. Davis	
Wilmington	Department of Public Works	J. E. L. Wade, Comr.		
Wilson	County and City Schools		K. R. Curtis	
Winston-Salem	Department of Physical Education and Recreation, Board of Education	T. W. Blackwell	R. H. Latham, Supt.	Loyd B. Hathaway
North Dakota				
Bismarck	City of Bismarck	A. P. Lenhart, Mayor	M. H. Atkinson	
Fargo	Park District	P. L. E. Goodwin	W. J. Clapp	F. G. Storrs
Grand Forks	Board of Park Commissioners	John H. Vold	C. J. Evanson	Lola Belle Trusty
Jamestown	Park Board	Charles A. Klauss	James A. Murphy	William Parsons

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Lisbon	Board of Park Commissioners	C. W. Hammelton	C. G. Mead	Fred Daniels
Minot	Park Board	Dr. Newlove	A. H. Kurth	C. A. Wilson
New Rockford	Kiwanis Club	A. L. Schellenberger	E. P. Mattson	Anna Ackerman, John Rietar
Valley City	Park Board	D. W. Clark		
Ohio				
Akron	Department of Health and Physical Education, Board of Education			Milton H. Seitz
"	Department of Recreation	Edward Conner	Frank Meese	Jean Smith
Athens	Physical Education Department, Ohio University	O. C. Bird		A. H. Rhoads
Bedford	Board of Education	Dr. W. C. Warren	R. P. Orchard	A. E. Moody
Bellaire	Y. M. C. A.	C. M. Rodefer	V. H. Whipple	Louis Gratz
Bellefontaine	Recreation Commission	Dr. W. H. Carey	F. M. Henry	
Bluffton	Board of Education and Harmon Field Committee	I. B. Beeshy		Sidney Stettler
Canton	Recreation Department	Miss Mifton Lacey	Miss Verdelle Long	C. W. Schnake
Chillicothe	Board of Park Commissioners	Gertrude C. Allen	Henry Breth	E. B. Hatton
Cincinnati	Public Recreation Commission	Walter S. Schmidt		Will R. Reeves
Cleveland	Department of Playgrounds and Community Centers, Bureau of Physical Welfare, Board of Education	R. G. Jones, Supt.	Floyd A. Rowe, Dir. Supv.	G. I. Kern
"	Division of Recreation, Department of Parks and Public Property	Samuel Newman, Dir.		John H. Gourley, Comr.
"	Metropolitan Park District	Warren S. Hayden	W. A. Stinchcomb	
"	Hiram House Settlement	F. F. Prentiss	O. C. Saum	George P. Bauer
Cleveland Heights	Division of Public Recreation, Board of Education	J. Scott	Mrs. Harriet Duncan	Earle D. Campbell
Columbus	Division of Public Recreation		Grace English	Herman Wirthein
Conneaut	American Legion Community Home Co.	Dr. Harold Wilson	Ralph H. Stone	Carroll Cowder
Crestline	Park Board	C. A. Stephan	Mrs. W. Lyman	
Dayton	Bureau of Recreation, Division of Parks, Department of Public Welfare	E. V. Stoecklein, Dir.		Paul F. Schenck
East Liverpool	City Federation of Women's Clubs	Mrs. Arthur Savage	Mrs. H. M. Laycock	J. A. Monasky
Elyria	Park Commission	Frank Wilford	Mrs. Agnes Diedrick	
Fremont	City and School Board			Howard Laub
Kent	Board of Education	W. A. Walls, Supt.		L. F. Felsted
Lakewood	Department of Public Recreation, Board of Education	Mrs. B. Pyke	J. E. Warren, Supt.	Sophie T. Fishback
Lima	Department of Recreation	J. G. Watson	Dr. Josephine Peirce	H. G. Danford
London	School Board	H. V. Christopher	G. C. Schelecty	J. vonKanel
Lorain	Board of Education	W. C. Fisher	Eli Smith	George Daniel
Lyndhurst	Recreation Committee	Harry Guenther	Mrs. Elsie Demming	
Mansfield	Recreation and Playground Board	Philip Smith	W. G. Thomas	Stewart W. Knarr
Marietta	Y. M. C. A.	B. F. Strecker	R. T. Veal	R. T. Veal
Martins Ferry	Playground Association	A. T. Selby	Ida Hoyle	
Massillon	Playground Association	James E. Willinson	Marie Heitzman	Hal R. Smith
Miamisburg	Community Welfare Association	Dr. E. E. Kimmel	Annabelle Brown	H. D. Bear
Middletown	Civic Association	R. A. Gibbs	Mark Denny	D. W. Jacot
Newark	Board of Education	J. M. Mitchell	L. Tenney Rees	L. G. Millisor
Niles	Recreation Service	A. P. Stillwagon	O. W. Krieger	W. G. Llewellyn
North Canton	Y. M. C. A.	H. W. Hoover	Charles B. Williams	
Oakwood	Board of Education	L. E. Speakman	W. Kretzinger	Lyman Bidlack
Piqua	Board of Education		Helen Hetherington	Raymond S. Mote
Salem	World War Community Building Association	R. F. White	Mrs. Hannah Maule	J. M. Kelley
Shaker Heights	Board of Education	C. A. Bowers	J. W. Main	C. A. Thornton
Springfield	Playgrounds Association	W. J. Neville	Anna M. Tennant	Oliver Matheny

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Steubenville	Recreation Board	C. L. Williams	J. A. Cartledge	Homer Fish
Toledo	Division of Recreation, Department of Welfare	D. P. Holzemer, Dir.		R. W. Betchtel
"	Frederick Douglass Community Association	John Harter	Dr. R. F. Pulley	Calvin K. Stalnaker
Toronto	Recreation Board	J. M. Anderson	H. H. Campbell	H. H. Church
Vermilion	Board of Education	George M. Naegele	C. A. Trinter	Thomas Utter
Warren	Packard Park Commission			E. J. Kerr
Wooster	Public Schools	Charles I. Correll	R. W. Miller	Robert Jameson
Youngstown	Mill Creek Park Commission	Walter Stitt	C. S. Robinson	Albert Davies
"	Playground Association	Wells Griswold	Frank Tear	John H. Chase
"	Park Department			Lionel Evans
Zanesville	Playground Association	Dr. C. E. Dennis	Walter Leupold	M. M. Shamp
Oklahoma				
Bartlesville	Chamber of Commerce	Dan Tyler	Lee George	
Cherokee	City of Cherokee	A. J. Titus, Mayor		Rev. L. Herbert Reynolds
Clinton	Chamber of Commerce	W. A. Lemon	Tim T. Warren	C. L. Hostetter
Oklahoma City	Board of Education	M. S. McEldowney	J. G. Stearley	Herschell Emery
Okmulgee	Board of Education	Dr. S. B. Leslie	R. W. Adkisson	Jeff Farris
Shattuck	Methodist Episcopal Church	J. M. Carpenter		J. M. Carpenter
Tulsa	Park Department	N. R. Graham	O. A. Zeigler	Roy N. Lane
Oregon				
Bend	Harmon Field Committee and School Board	G. W. Ager	G. W. Ager	
Eugene	Playground and Community Service Commission	Arthur Hendershott	Frances E. Baker	R. Frank Baker
Grants Pass	Park Department, City Council	Gladwin C. Smith		
Ontario	City of Ontario	George K. Aiken, Mayor		
Oregon City	City Schools	E. F. Beverlin		Geraldine von Gross
Pendleton	Playground Committee, Parks Commission	Mrs. E. B. Aldrich		Alice Zurcher
"	Rotary Club	B. A. Davis		
Portland	Bureau of Parks, Playground Division	C. P. Keyser, Supt.	Katherine E. Funk	Mrs. Dorothy McK. Fudge
Salem	Playground Board	C. P. Bishop	C. A. Kells	Mrs. Grace Wolgamot
Silverton	Park Committee, City Council	C. A. Reynolds		
The Dalles	City Council	Dr. F. Thompson, Mayor	Judd S. Fish	
Pennsylvania				
Allegheny County	Bureau of Parks	Joseph G. Armstrong		Paul B. Riis
Allentown	Recreation Commission	Percy B. Ruhe	Dr. Thomas Weaber	Irene D. Welty
"	School District	Elwood S. Thomas	T. P. Wenner	Ralph Wetherhold
Altoona	Park and Recreation Commission	W. F. Sellers	W. T. Reed	W. T. Reed
Ambridge	Playground Association	R. W. Steebner	Mrs. Laura F. Sairs	Sivilla Hopkins
Avalon	Borough Council	Charles S. Newell	William H. Oakley	Joseph N. Arthur
Beaver Falls	Schools	Floyd Atwell	James L. Wasson	Alice V. Eskey
Bethlehem	Public Schools	Earl A. Ziegenfuss	Clifford F. Frey	
"	Department of Parks and Public Property	Ario Wear		
Blairsville	Blairsville Borough	T. C. North, Boro Mgr.		
Boyertown	American Legion Memorial Park Association	Samuel R. Knouse	John G. Le Fevre	
Bradford	Department of Parks and Public Property	Griffith A. Herold	E. C. Charlton	
Bristol	Travel Club	Jane W. Rogers	Mrs. H. Burton	
Carbondale	Community Service	Harlow Ward	Mary B. McAndrew	H. M. Bender
Carlisle	Borough of Carlisle and School Board	George P. Searight, Boro. Mgr.	J. W. Potter, Supt. Schools	Florence Speck
Chester	Recreation Board	Walter H. Craig	Benjamin Newsome	Mrs. Lydia Newsome

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Chester County	County Health and Welfare Council, Commission on Recreation	William R. Lloyd	John W. Herring	Mary L. Flynn
Clairton	Woman's Club	Mrs. O. H. Neilson	Mrs. H. J. Smoyer	S. J. Sherry
Clearfield	Y. M. C. A.	R. I. Fulton	W. H. Kent	W. H. Kent
Coatesville	Department of Parks and Public Property	James G. Pugh	Frank Pennegar	Chester Ash
Conshohocken	Community Center	William Davis	Michael F. Kehoe	Ian Forbes
Corry	Public Schools	John E. Love	Charles H. Geiger	
Crafton	School District	Val Schott	L. F. Wentz	
Dunmore	Park Commission	James R. Gilligan		
Easton	School District	Dr. F. C. Sandt		W. A. Siemons
Ellwood City	Playground Commission	Mrs. Judd C. Turner	J. J. Dunn	Helen M. Wilson
Erie	School District	R. W. Griswald	R. S. Scobel	D. G. Evans
Greencastle	Jerome R. King Playground Association	J. E. Ornwake	B. S. Whitmore	A. F. Hatrok
Greensburg	Playground Association	Mrs. John Hoffstat	R. W. Flath	A. W. Lelking
Greenville	Playground Association	George Rowley	Luther Kuder	J. B. Stoeber
Grove City	Women's Civic Club	Mrs. O. H. Firm	Mrs. Craig Hoyt	Mrs. H. J. Melcher
Harrisburg	Bureau of Parks	H. A. Earley, Supt.	V. Grant Forrest, Chief	Harry F. Rote
"	Public Schools			C. E. Zorger
Haverford	Community Center	Jonathan Steere	Mabel Pusey	Anne L. Flanders
Hazleton	Recreation Commission		E. Watters	H. V. McGeehan
Huntingdon	Municipal Playground Association	E. R. Barclay	Thomas F. Miller	Raymond Getty
Johnstown	Municipal Recreation Commission	Gustav Hoffman	George S. Fockler	George S. Fockler
Lancaster	Recreation and Playground Association	M. M. Harnish	G. D. Brandon	G. D. Brandon
Latrobe	Civic Club	Minerva Ogden	Mrs. Lawrence Moore	F. C. Bert
Lebanon	Southeastern Playground Association	C. A. Boyer	Warren T. Dale	Ray Bell, Jr.
"	Progressive Playground Association	E. F. Frank	H. F. Speicher	Mrs. H. F. Lawless
Lock Haven	Playground Association	Mrs. W. T. Betts	Edith Kinsloe	Edna D. Rich
Marcus Hook	Century Club	Agnes V. Thornton	Mrs. Erma Phillips	
Mauch Chunk and East Mauch Chunk	Woman's Inter-borough Club	Mrs. L. L. Rauch		George H. Keen
McKeesport	Department of Public Property		John F. Alderin	Albert F. Johnson
Meadville	Playground Association	E. A. Johnson	Bridget Lyon	
Mechanicsburg	Park Board	John Robertson	D. R. Jacobson	Arthur E. Schroeder
Milton	School District	Ferdinand Piper	Lura Mundy	LeRoy M. Hart
Monaca	Board of Education	Dr. I. H. Todd	William O. Kind	Stanley Berkman
Monessen	Chamber of Commerce	Dr. H. W. Day	Frank P. Chaffee	Miles G. Stroup
Monongahela	Recreation Commission	Mrs. Carl E. Gibson	Mrs. William H. Sutman	
Nanticoke	School Board	Louis Potkonski	Albert Rees	
New Castle	Recreation Board	L. G. Genkinger	Susan E. Wallace	Nicholas Casillo
New Kensington	School District	D. M. Moore	Elizabeth Morgan	Carl Glock
Norristown	School Board	B. Brooke Barrett	H. R. Kratz	L. I. Stelle
Oakmont	Women's Club	Mrs. Thomas McGraw		
Oil City	Recreation Board	W. H. Flann	N. A. Newton	W. L. Palmer
Palmerton	Sociological Department, New Jersey Zinc Company	C. P. Fiske, Supt. of Service		Mrs. A. A. Luther
Philadelphia	Bureau of Recreation, Department of Public Welfare	John F. Dugan, Dir.		William D. Champlin
"	Division of Physical and Health Education, Board of Education	Grover W. Mueller, Dir.		John C. Kieffer
"	Playgrounds Association	Otto T. Mallery	Mrs. H. H. Morris	Charles H. English
"	Smith Memorial Playgrounds			Mrs. P. H. Valentine
"	Lillie G. Newton Foundation			Mrs. P. H. Valentine
"	Children's Playhouse, Fairmount Park			H. M. Shipe
Phoenixville	Recreation Commission	Clyde Pinkerton	Clarence Slonaker	Roy D. Holden
Pittsburgh	Bureau of Recreation, Department of Public Works			W. C. Batchelor

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Pittsburgh	Bureau of Parks, Department of Public Works			James Moore
"	Bureau of Police, Department of Public Safety			Peter P. Welsh
"	Department of Hygiene	Dr. Harry B. Burns, Dir.		C. Lawrence Walsh
Pittsburgh, N. S.	The Playground and Vacation School Association, Inc.	Mrs. John Cowley		Mrs. John Cowley
Pottstown	Public Schools			W. O. Cressman
Pottsville	Playground Committee		G. T. Burd	John F. Murray
Reading	Department of Public Playgrounds and Recreation	Dr. Margaret Hassler	Helen Filkin	Thomas W. Lantz
Red Lion	Lions Club	Dr. Otto Strock	S. W. Seitz	Flo Winters
Rochester	School District	Denton M. Albright	Frank A. Lawson	
St. Lawrence	Parent Teacher Association	Charles S. Adams	Mrs. John Brown	Earle E. Gehret
St. Marys	Junior Welfare Committee	John E. Deitemen	Walter E. Rigard	Henry J. Brock
Scranton	Bureau of Recreation	P. J. Dowdell		Robert B. Dixon
Souderton	Playground Association	Melin Musselman	Charles Ihlenfeld	Joseph De Piano
Steelton	Parks and Playground Commission	Charles S. Davis	H. R. Rupp	
Sunbury	Oppenheimer Pleasure Ground			Claud C. Ruch
Vandergrift	American Legion-City Council	Harry Patterson		
Warren	Park Commission	W. E. Lutz		H. G. Kolpien
Washington	Recreation Board	A. G. Braden	Mrs. R. A. Stewart	Elizabeth C. Day
West Chester	Recreation Department, West Chester Civic Association	George J. Brinton	Clinton E. Moffett	William P. Lear
West Reading	Recreation Board	William J. Mays	E. L. Henne	John H. Shaner
Wilkes-Barre and Wyoming Valley	Playground and Recreation Association of Wyoming Valley	Col. Ernest G. Smith	Rev. Paul S. Heath	Arthur H. Miller
Wilkinsburg	Playground and Park Association	William M. Turner	Mrs. Adah M. Merrifield	Mrs. W. H. Gilleland
Williamsport	Department of Parks and Public Property			George R. Fleming
Wilmerding	Plyaground Committee	R. W. Bishop	H. A. Rowe	S. H. Stevens
Wyomissing	Playground Association	William H. Morris	Allen W. Rank	Clifford Singley
York	Department of Recreation	J. W. Richley	Mrs. John Ericson	Ruth E. Swezey
Rhode Island				
Barrington	Maple Avenue Community House	Mrs. William H. Hoffman	Mrs. Clifford M. Wilson	Ella E. Pinkham
Central Falls	Board of Recreation	Mrs. William Reynolds	Ernest B. G. Piggott	Andrew J. Crawley
Cranston	Board of Recreation	Harry L. Schofield	Mrs. Gertrude Harrop	
East Providence	Recreation Committee	Mrs. Walter Davol	George W. Bourne	
Newport	Board of Recreation Commissioners	A. R. C. Gatzenmeier	Ruth B. Franklin	Arthur Leland
Pawtucket	City Council	Arthur H. Pierce		John H. Worthington
"	School Department	Louis J. Gendron		John H. Worthington
Providence	Board of Recreation	James E. Dunne	Joseph J. McCaffrey	Joseph J. McCaffrey
Westerly	School Department	Thomas Perry	Mrs. Helen S. Price	Willard H. Bacon, Supt.
Woonsocket	Department of Public Works	Joseph H. White, Comr.	Louise E. Hodder	William J. Coffey
South Carolina				
Beaufort	Community Club	Charles Knott	Mrs. Hedda L. Morrall	Mrs. Alma E. Lomberg
Charleston	Board of Parks and Playgrounds	Alfred H. Von Kolnitz	George C. Rogers	Corrine V. Jones
"	Municipal Golf Course Commission	J. M. Whitsitt	J. T. Jenkins	J. E. Adams
Columbia	Playground Department	L. B. Owens, Mayor		Adele J. Minahan
Darlington	Sunshine Circle of King's Daughters	Mrs. O. C. Lyles	Mrs. Lee Blackman	
Greenville	Phillis Wheatley Association	George Wrigley	W. J. Thomas	Mrs. Hattie Duckett
Orangeburg	Playground Commission	Mrs. J. M. Albergotti	Annie Hydrick	Mrs. C. S. Henery
Spartanburg	Municipal Park Department	P. D. Smith, Comr.		Pauline Witherspoon
"	Recreation Committee, Woman's Club	Mrs. W. P. Coan	Mrs. A. E. Woody	Mrs. S. N. Burts
Sumter	Playground Section, Trees and Park Department	R. L. McLeod	Mrs. J. L. Dillon	

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
South Dakota				
Canton	Chamber of Commerce	M. J. Paulson	A. N. Brogstod	A. N. Brogstod
Dell Rapids	Park Board	E. P. Van Buren	F. M. Enright	
Mitchell	Park Board	William Dethlefs	M. F. Nobis	W. E. Webb
Pierre	City of Pierre	J. E. Hipple, Mayor		
Vermilion	City Council	Dr. Carl Viers, Mayor	Elmer A. Lenhart	
Yankton	School Board and Park Board			Oscar F. Gennrich
Tennessee				
Chattanooga	Department of Public Utilities, Grounds and Buildings	James A. Cash, Comr.	W. Fleming Kriegner	Mrs. Harry A. Haynes
Knoxville	Bureau of Recreation, Department of Public Welfare			Fred F. Parkhurst
Memphis	Recreation Department, Park Commission	F. N. Fisher	W. T. Walker	Minnie M. Wagner
Nashville	Board of Park Commissioners	Charles M. McCabe	John S. Lewis	Ewell Costello
Paris	Community Service Club	Mary Will Dortch	Effie Wilkins	Mary Kirby
Texas				
Amarillo	Park Board	Dr. D. Roach	Charles Wolflin	
"	Public Schools	G. G. Ordway	George M. Waddill	
Austin	City Recreation Department			James A. Garrison
Beaumont	Department of Parks and Playgrounds	E. A. Fletcher, Mayor		Frank L. Bertschler
"	Graham Congregational Church	Rev. Charles F. L. Graham	Mrs. Ollie Richard	Mrs. Sallie Washington
Dallas	Park Department	J. Waddy Tate	E. Beulah Cauley	W. F. Jacoby
Fort Worth	Public Recreation Board	M. D. Evans	Mrs. Roy C. Vance	R. D. Evans
Galveston	Playground Association	Gus Amundsen	Mary Martin	
Graham	Community Boys Work Committee	P. K. Deats	Houston Crump	Houston Crump
Houston	Recreation Department	Frank C. Smith	Mrs. R. H. Fonville	Corinne Fonde
"	Park Department	E. R. Spotts	C. L. Brock	
La Grange	Lions Club	George E. Lenert	W. W. Few	W. W. Few
Laredo	Rotary Club	W. S. Cantrell	William H. Nelle	C. H. Fleer
Lubbock	City Park Board	C. H. Mahoney	J. Bryan Miller	K. N. Clapp
Marshall	Kiwanis Club	C. W. Lisenby	Charles W. Hollinshead	
Plainview	Playground Association	W. J. Klinger	E. M. Ballinger	
Port Arthur	City of Port Arthur	F. H. Drunagel	J. C. Hamilton	W. O. Bower
San Antonio	Recreation Department	Koger Stokes	Mrs. C. W. Satterfield	R. L. Bass, Jr.
Waco	Recreation Commission	Nat Tanenbaum	Mrs. F. G. Guittard	R. C. Oliver
Wichita Falls	Park Department	C. C. Bunnenberg		
Winnsboro	City of Winnsboro	C. M. Cain		C. M. Cain
Utah				
Bingham Center	Jordan School District			Bailey J. Santistivan
Brigham City	Kindergarten Club	C. O. Noskelly		Mrs. C. H. Bryan
Ogden	Municipal Recreational Commission	Fred E. Williams, Comr.	Mrs. J. E. Cave	Edvenia Jeppson
Salt Lake City	Municipal Recreation Department	Harry L. Finch, Comr.		Charlotte Stewart
Vermont				
Barre	Recreation Commission	L. R. Hutchinson	William McKenzie	
Proctor	Swimming Pool Committee	C. I. Hunter	Myrtie B. Loomis	R. S. Strain
Putney	Community Center, Inc.	Bertha Estey	H. L. Pierce	Esther J. Pratt
Randolph	Bethany Congregational Church		Donald Salisbury	Rev. F. Wilson Day
Rutland	Board of Recreation	J. E. Marceau	Dr. Clarence F. Ball	

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Virginia				
Clifton Forge	Board of Parks and Recreation	Dr. H. R. Thompson	M. Botts Lewis	Mrs. B. C. Guertler
Fredericksburg	Kiwanis Club	H. D. Scott	R. B. Neill	R. B. Neill
Lynchburg	Department of Recreation and Playgrounds			Mrs. Robert P. Munday
Newport News	City of Newport News	J. C. Biggins, City Mgr.		Charles Evans Hoster
Norfolk	Bureau of Playgrounds and Recreation, Department of Public Welfare	Dr. Henry Parker	Katherine Cahill	Katherine Cahill
Petersburg	City of Petersburg	Paul Morton, City Mgr.		R. C. Day
Portsmouth	Department of Public Welfare	Dr. L. J. Roper		
Richmond	Bureau of Parks and Recreation, Department of Public Works	J. M. Pace, Chief	Mrs. Lily Todd Phillips	
"	Community Recreation Association	W. L. O'Flaherty	Claire McCarthy	Claire McCarthy
Roanoke	Department of Play and Recreation	B. J. Fishburn	D. E. McQuilkin	K. Mark Cowen
Staunton	City of Staunton and Y. M. C. A.	Willard F. Day	R. H. Kinney	Thomas W. Dixon
Washington				
Aberdeen	Park Board	J. T. Egan	Dr. E. B. Riley	Mrs. Basil Hoke
Bellingham	Park Board	A. T. Blythe	Harold Stevenson	M. A. Orphan
Davenport	City Council	Mr. Mansfield, Mayor	Mabel B. Paige	M. A. Laughbon
Dayton	Park Committee	William Chandler		
Hoquiam	Park Board	L. G. Pauze	F. W. Mathias	Ethel Burman
Kennewick	Kiwanis Club	E. C. Smith		Elsie Brogunier
Prosser	Park Board	T. E. Brockhausen	W. C. Sommers	
Pullman	Playground Committee, Kiwanis Club	Dr. F. J. Bohler	Robert Neill	
Seattle	Park Department	Simon Burnett	H. W. Carroll	Ben Evans
Spokane	Board of Park Commissioners	W. J. C. Wakefield	H. J. Gibbon	Benjamin A. Clark
Tacoma	Playground and Recreation Department, Metropolitan Park District	Roy E. Thompson	Harry S. Doten	Walter F. Hansen
Walla Walla	Park and Civic Arts Club	Mrs. George Whitehouse	Mrs. H. A. Gardner	Mrs. Alice Kenyon
Yakima	Playground Department, City Park Board	Mrs. J. C. Gawler	Harry La Berge	Roy Schactler
West Virginia				
Beckley	American Legion	L. M. Ross		Garnett Thompson
Charleston	Recreation Board	Edwin M. Keatley	E. S. Tisdale	H. L. Burns
Clarksburg	City of Clarksburg	Dr. R. L. Osborn, City Mgr.	Frank J. McAndrew	Paul F. Sheets
Fairmont	Board of Education, Union Independent District	Victor Shaw	Carl Springer	J. A. Bartell
Grafton	Department of Streets and Parks	D. C. Heukle		
Huntington	Lions Club	M. O. Riggs	C. U. Swann	W. B. Trosper
Martinsburg	Hooge Street Good Neighbors Association	Mrs. Harry Fronkenberry	Mrs. Sadie Smith	Mrs. Harry Fronkenberry
"	High Street Parent Teachers League	Mrs. A. L. Rubeshow	Mrs. Laura McDonald	Kathryn Williams
"	Winchester Avenue Parent Teachers' League	Mrs. Joseph Hess	Louise Griffith	
Morgantown	Department of Recreation, Independent School District	Dr. T. L. Harris	Mrs. A. B. VanLandingham	Mrs. A. B. VanLandingham
Moundsville	Community Playground Association	Dr. B. M. Spurr	Dale R. Chaddock	L. D. Wiant
Parkersburg	Board of Recreation	George P. Frey	Mrs. Zetta L. Beatty	David D. Hicks
St. Marys	Kiwanis Recreation Corporation, Inc.	J. B. Northrop	W. P. Kerwood, Jr.	
Wheeling	Board of Public Recreation	Eugene M. Baer	Nelson C. Hubbard	S. A. Heatherly
"	Park Commission		H. P. Corcoran	
"	West Virginia University, Extension Division	Nat T. Frame, Dir.		Betty Eckhardt

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Wisconsin				
Appleton	City of Appleton	John Goodland, Mayor		A. C. Denney
Beloit	City of Beloit	H. G. Otis, City Mgr.		R. H. Petrosik
Columbus	Firemen's Park Association	A. C. Voth	H. C. Lance	
Fond du Lac	Board of Education	W. W. Hughes	C. J. Fay	F. G. Kiesler
" " "	Park Board	G. F. Korrer	C. J. Fay	F. B. Russell
Green Bay	Board of Park Commissioners	Paul F. Suess	M. P. Doherty	Ruth Hayden Renard
Janesville	City of Janesville	Henry Traxler, City Mgr.		Kenneth Bick
Kenosha	Department of Public Recreation, Board of Education	Lewis W. Powell	Ella F. Powers	G. M. Phelan
Kimberly	Village Board	J. T. Doerfler	J. E. Roberts	
La Crosse	Board of Education	Mr. Smith	George Howe	Mark Sutton
Madison	Board of Education	John P. Butler	Fred W. Erickson	Harry C. Thompson
Manitowoc	Manitow-e'en Inc.	Henry Detjen	Mead F. Hansen	
Menomonie	Park Commission	J. C. Wilcox	B. R. Teare	
Milwaukee	Public Schools, Extension Department	M. C. Potter, Supt.	Frank M. Harbach	Dorothy C. Enderis
"	Department of Public Works			Walter Palm
Mineral Point	Park Commission	W. H. Correll	A. F. Bishop, Jr.	C. A. Kuehl
Oshkosh	Board of Education	Dr. E. F. Bickel	Esther M. Reetz	Raymond C. Miller
Racine	Department of Recreation, Board of Park Commissioners	J. H. Brannum	I. B. Farmer, Supt.	B. A. Solbraa
Sheboygan	Department of Public Recreation	Gustave Buchen	Norma John	Ferdinand A. Bahr
Superior	Park Committee	J. P. Mahan	Oscar Steen	
Two Rivers	Department of Recreation	T. W. Suddard	E. J. Donnelly, City Mgr.	Arthur P. Eckley
Wabeno	Public Schools	Joseph Burkart	Mrs. P. J. Noer	
Waukesha	Park Board	C. F. Schuetze	Mrs. G. G. Towne	
"	Playground Committee	Mrs. W. H. Oatway	E. A. Lackman	Arthur O. Rahn
Wausau	Recreation Department	Oscar Binzer		I. S. Horgen
West Allis	Department of Recreation, Board of Education		Mabel Henecka	Paul F. Hagen
" "	Board of Park Commissioners	E. C. Assman	A. E. Rohde	E. C. Pynn, Supt.
Whitehead Bay	Board of School Directors	Homer Rogers	W. Klatte	C. A. Wangerin
Wisconsin Rapids	Board of Education	I. L. Wilcox	J. Winden	J. A. Torresani
Wyoming				
Cheyenne	Y. W. C. A.			Jane Betty Hildum
Parco	Playground Committee	William Roberts	Mrs. Thomas Meekin	Nicolena Johnson
Thermopolis	Woman's Club	Mrs. F. Wycoff		
HAWAII				
Hilo	Women's Club			Ernest A. Lilley
Honolulu	Recreation Commission	Herman Van Holt	Paul F. Ferreira	Arthur K. Powlison
CANADA				
Alberta				
Calgary	Parks Department			W. R. Reader
British Columbia				
Vancouver	Board of Park Commissioners	Fred Crone	W. S. Rawlings, Supt.	Stuart W. Miller
Manitoba				
Brandon	Kinsmen Club	A. C. Rumball	A. O. Doak	E. T. Carrothers
Winnipeg	Public Parks Board		G. Champion	O. E. Holmes

State and City	Name of Organization	President or Chairman	Secretary	Recreation Superintendent or Supervisor
Nova Scotia				
Sydney	Playgrounds Association	A. J. McKay	F. C. Kimber	William Matthews
Ontario				
Hamilton	Playgrounds Association	Charles Peebles	H. E. Ralston	J. J. Syme
"	Parks Board	C. V. Langs	C. N. Stewart	F. E. Marshall, Supt.
Kitchener	Playgrounds Association	J. Walter	F. J. McKellar	Harold Ballantyne
London	Public Utilities Commission	E. V. Buchanan, Gen. Mgr.	O. Ellwood	G. N. Goodman
Ottawa	Playgrounds Committee	R. George Pushman		E. F. Morgan
Pembroke	Kiwanis Club	William Williams		
Toronto	Board of Education	M. A. Brillinger	W. W. Pearse	T. E. Johns
"	Parks Department	C. E. Chambers, Comr.		S. H. Armstrong
Windsor	Board of Education	A. L. Mason	T. R. Noble	B. E. Barrick
Quebec				
Montreal	Parks and Playground Association	William E. Findlay	Dr. A. S. Lamb	William Bowie
"	Department of Public Recreation	Samuel A. Desy	Lucien Asselin	Samuel A. Desy
Quebec	Playground Committee	J. C. Sutherland	J. B. O'Regan	Reba Lazarovictz
Saskatchewan				
Saskatoon	Playgrounds Association	S. N. MacEachern	L. A. Kreutzwieser	George Ward

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	ALABAMA														
1	Birmingham	260,000	Park and Recreation Board	10	49	3	4	18	24,523.59	35,598.83	15,525.60	31,424.68	46,950.28	107,072.70	M	1
2	Camp Hill	1,131	Universalist Church	....	....	....	3	9	.....	309.66	.....	56.00	56.00	365.66	P	2
3	Mobile	68,000	Recreation Department	2	10	12	....	18	.....	6,493.95	14,213.96	.....	14,213.96	20,707.91	M	3
4	Montgomery	63,000	Playground Department	1	8	....	....	....	345.00	907.30	1,663.90	7,439.70	9,103.60	10,355.90	M	4
5	Sheffield	5,600	Mothers' Club	....	1	....	....	....	65.00	17.00	75.00	.....	75.00	157.00	P	5
6	Talladega	8,000	Park Improvement and Recreational Board	1	1	....	....	....	.....	150.00	575.00	.....	575.00	725.00	P	6
	ARIZONA															
1	Bisbee	20,000	School District	1	....	....	....	....	.....	.....	600.00	.....	600.00	600.00	M	1
2	Jerome	6,500	United Verde Copper Company	4	....	2	....	....	4,000.00	1,500.00	.....	.....	3,980.00	9,480.00	P	2
3	Tucson	43,639	Playground Board and School Board	8	1	....	....	....	43,004.99	945.75	2,465.88	.....	2,465.88	46,416.62	M	3
4	Yuma	5,000	Swimming Pool Commission	1	1	....	....	....	.....	550.00	900.00	500.00	1,400.00	1,950.00	M	4
	ARKANSAS															
1	Camden	7,500	Lions Club	....	1	....	....	3	.....	.....	120.00	.....	120.00	120.00	P	1
2	Clarendon	2,000	Recreation Committee, Improvement Association	....	....	....	2	3	.....	.....	.....	.....	.....	.....	P	2
3	Crossett	2,700	Community Club	2	....	....	....	....	.....	765.00	.....	.....	900.00	1,665.00	P	3
4	Fort Smith	36,000	Park Board	4	6	....	....	....	10,000.00	.....	1,000.00	.....	1,000.00	11,000.00	M&P	4
5	Jonesboro	11,000	Junior High School Parent Teacher Association	1	1	....	3	5	.....	97.40	225.00	24.00	249.00	346.40	P	5
6	Little Rock	106,393	Recreation Commission and Colored Recreation Association	26	28	1	2	2	7,894.52	7,848.28	10,253.98	5,014.15	15,268.13	31,010.93	M&P	6
			Playground Association	7	8	....	....	3	.....	875.41	2,440.00	117.00	2,557.00	3,432.41	M&P	a
7	North Little Rock	25,000	Recreation Department	1	1	2	....	....	.....	903.68	2,561.28	.....	2,561.28	3,464.96	M	7
8	Paragould	5,965	Chamber of Commerce	....	....	....	....	....	85.76	40.70	.....	720.00	720.00	846.46	M&P	8
9	Stuttgart	5,000	Board of Education and Harmon Field Committee	2	2	....	....	....	.....	.....	.....	.....	.....	.....	M&P	9
	CALIFORNIA															
1	Alameda	40,000	Recreation Department and City	1	6	7	....	....	.....	.....	7,219.00	.....	7,219.00	47,440.59	M	1
2	Alhambra	29,450	City and Playground Commission	7	10	....	....	....	.....	.....	.....	.....	.....	11,988.66	M	2
3	Anaheim	11,000	Recreation Department	2	2	1	....	....	.....	3,214.03	3,450.00	6,816.42	10,266.42	13,480.45	M	3
4	Arcadia	5,200	Board of Education	1	....	....	2	....	.....	900.00	410.00	.....	410.00	1,310.00	M	4
5	Berkeley	82,109	Recreation Department and Board of Education	29	20	....	....	....	15,999.17	13,750.11	38,646.99	12,980.00	51,626.99	81,376.27	M	5
6	Burbank	16,000	Playground and Recreation Commission	6	3	....	....	....	.....	536.74	3,300.00	1,500.00	4,800.00	5,336.74	M	6
7	Chico	15,000	Bidwell Park and Playground Commission	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	7
8	Colton	10,000	City of Colton	....	....	....	....	....	.....	3,475.93	.....	.....	3,933.87	7,409.80	M	8
9	Colusa	2,300	City of Colusa	....	....	....	....	....	.....	.....	.....	.....	.....	1,250.00	M	9
10	El Cajon	1,250	City of El Cajon	1	....	....	2	....	.....	100.74	210.50	.....	210.50	311.54	M	10
11	Escondido	4,000	City Council	....	....	....	....	....	11,500.00	.....	.....	.....	.....	12,175.00	M	11
12	Fontana	3,500	School Board and City	2	1	....	2	2	.....	.....	.....	.....	.....	840.00	M	12
13	Fresno	52,000	Playground and Recreation Department	15	16	2	....	....	4,829.00	7,269.00	28,930.00	.....	28,930.00	41,028.00	M	13
14	Glendale	63,000	Recreation Department	36	51	4	....	....	.....	.....	.....	.....	.....	42,035.00	M	14
15	Gridley	2,500	City Council	....	....	....	....	....	.....	400.00	.....	600.00	600.00	1,000.00	M	15
16	Hermosa Beach	5,000	City of Hermosa Beach	....	....	....	....	....	.....	.....	.....	.....	.....	11,200.00	M	16
17	Inglewood	19,600	Schools and Community Recreation Committee	5	4	....	....	....	.....	500.00	2,500.00	.....	2,500.00	3,000.00	M	17
18	Long Beach	142,032	Playground and Recreation Commission	116	113	26	302	996	5,181.97	16,463.68	125,853.26	6,001.09	131,854.35	153,500.00	M	18
19	Los Angeles	1,238,048	Playground and Recreation Department	225	117	78	....	....	200,348.26	284,035.81	290,356.00	195,639.78	485,995.78	970,379.85	M	19
			Division of Physical Education and Athletics, City Schools	185	249	....	....	....	.....	4,500.00	115,000.00	.....	115,000.00	119,500.00	M	a
			Department of Parks	....	....	....	....	....	2,719.49	23,917.19	.....	112,650.78	112,650.78	139,287.46	M	b
20	Los Angeles County[5]	2,208,492	Department of Recreation, Camps and Playgrounds	9	6	3	....	....	162,209.00	144,670.00	7,800.00	346,005.00	353,805.00	660,684.00	C	20
21	Manhattan Beach	3,500	City of Manhattan Beach	....	....	....	....	....	1,620.50	424.07	.....	394.89	394.89	2,439.46	M	21
22	Marysville	5,760	American Legion Playground Committee	1	....	....	4	1	122.44	.....	179.00	.....	179.00	301.44	M&P	22
23	Merced	8,000	Rotary Club	....	1	....	....	....	.....	75.00	360.00	.....	360.00	435.00	P	23
24	Monrovia	11,000	Park Board	5	2	....	....	....	.....	.....	.....	.....	.....	19,515.00	M	24
25	Montebello	6,000	Natatorium Department	2	....	....	....	....	.....	.....	.....	.....	.....	11,000.00	M	25
26	Oakland	285,213	Recreation Department	77	85	33	....	....	6,800.00	102,500.00	106,500.00	70,200.00	176,700.00	286,000.00	M	26
27	Ontario	13,583	Recreational Advisory Board	1	....	....	....	....	.....	100.00	375.00	.....	375.00	475.00	M	27
28	Oxnard	7,000	Community Service	2	1	1	1	3	.....	537.00	4,636.00	.....	4,636.00	5,173.00	M&P	28
29	Palo Alto	13,600	Community Center Commission and Department of Public Works	3	3	....	8	12	3,600.00	390.00	6,052.50	2,485.00	8,537.50	12,527.50	M	29
30	Pasadena	76,086	Department of Recreation	29	38	7	50	400	.....	3,740.39	22,734.32	2,525.29	25,259.61	29,000.00	M	30
			City of Pasadena and Park Department	4	1	4	....	....	208,783.04	.....	.....	.....	.....	351,832.24	M	a
31	Piedmont	10,000	City Council	2	5	1	....	....	.....	1,085.00	1,955.00	120.00	2,075.00	3,160.00	M	31
32	Pomona	22,000	Park Department	3	....	....	....	....	.....	.....	.....	.....	.....	9,736.00	M	32
33	Red Bluff	3,517	Playground Committee	....	1	....	....	....	.....	408.29	480.00	.....	480.00	888.29	M	33
34	Riverside	30,654	Park Department	6	....	....	....	....	1,000.00	.....	7,440.00	2,500.00	9,940.00	10,940.00	M	34
35	Sacramento	109,000	City Recreation Department	17	14	12	....	....	6,995.47	10,552.96	22,790.15	52,003.60	74,793.75	92,342.18	M	35
36	San Bernardino	40,000	Parent Teacher Recreation Committee	3	2	....	....	....	.....	200.00	1,100.00	.....	1,100.00	1,300.00	M&P	36
37	San Clemente	1,000	Department of Parks and Playgrounds	3	2	5	100	....	.....	3,000.00	3,600.00	15,100.00	18,700.00	21,700.00	M&P	37
38	San Diego	147,995	Department of Playground and Recreation	11	10	17	6	9	9,807.65	9,073.79	34,000.00	22,562.23	56,562.23	75,443.67	M	38
			Park Board	6	....	....	....	....	.....	2,500.00	.....	.....	12,988.00	15,488.00	M	a

RECREATION STATISTICS FOR 1930

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
1	...	42	...	...	42	412,776	2	.....	1	.....	...	12	...	.....	1	12,395	1	49,118	...	.....	3	42,899	44	.....	R. S. Marshall	...	1
2	...	1	...	...	1	4,387	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Harold Scott	...	2
3	6	5	2	...	13	[1]536,030	3	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	1	17,450	6	.....	Mrs. Carl A. Klinge	...	3
4	2	3	...	...	5	33,840	2	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	2	67,650	7	.....	Mattie Mae Atkinson	5	4
5	...	1	...	...	1	2,625	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. Sam H. Long	...	5
6	1	1	...	...	2	15,000	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Judson Snead	2	6
1	...	2	...	...	2	.....	...	.....	...	.....	2	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	G. E. Brown	...	1
2	...	...	...	...	...	.....	1	.....	...	.....	1	1	...	.....	...	.....	1	.....	...	.....	2	.....	3	.....	Oscar A. Glaser	10	2
3	...	4	...	...	4	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	2	.....	5	.....	Mrs. R. W. Bilby	4	3
4	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Ike Leposky	...	4
1	...	1	...	...	1	4,700	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	F. W. Whiteside	...	1
2	...	1	...	...	1	440	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. A. J. Dunklin	...	2
3	...	2	2	...	4	.....	...	.....	3	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	.....	1	.....	I. M. Barnes	8	3
4	...	5	...	...	5	75,400	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	W. H. Vaughn	...	4
5	...	1	...	...	1	5,500	1	3,000	...	.....	1	1	...	.....	...	.....	...	.....	1	600	...	.....	2	6,000	Annie Camp	5	5
6	9	...	12	...	21	.....	...	.....	6	.....	1	4	...	.....	...	.....	[2]1	.....	...	.....	2	36,251	3	.....	G. S. DeSole Neal	57	6
a	...	5	...	...	5	56,988	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	1	5,520	...	.....	5	.....	G. S. De Sole Neal	9	a
7	...	3	2	...	5	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	John Pruniski	...	7
8	...	...	...	...	...	.....	...	.....	...	.....	1	1	1	.....	[3]1	.....	...	.....	...	.....	...	.....	1	.....	Belle H. Wall	3	8
9	1	...	3	...	4	5,000	...	.....	1	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	800	L. D. Griffin	5	9
1	4	...	...	...	4	731,404	1	.....	...	.....	4	4	1	38,003	...	.....	1	84,449	...	.....	...	.....	8	64,245	E. J. Probst	5	1
2	...	6	...	...	6	.....	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	1	.....	6	.....	Ruby Hartzig	...	2
3	...	3	...	...	3	186,175	1	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	1	23,870	4	12,775	L. E. Middleton	3	3
4	...	1	...	...	1	47,714	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Drummond J. McCunn	...	4
5	18	...	7	...	25	819,725	6	.....	3	15,540	4	5	...	.....	...	.....	...	.....	2	15,446	...	.....	18	.....	Charles W. Davis	26	5
6	...	3	...	...	3	51,614	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	17,947	...	.....	Lola B. Steiner	...	6
7	...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	1	.....	...	.....	...	.....	1	.....	...	.....	George P. Morse	...	7
8	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	1	.....	E. N. Hubbs	...	8
9	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	B. L. McCue	...	9
10	...	1	...	...	1	4,500	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Charles F. Richardson	...	10
11	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	W. M. Gates	...	11
12	...	1	3	...	4	.....	...	.....	1	.....	3	2	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	R. G. Mitchell	5	12
13	12	3	...	...	15	1,036,862	5	.....	5	.....	11	11	...	.....	...	.....	...	.....	...	.....	...	.....	25	.....	Raymond L. Quigley	16	13
14	...	...	...	22	22	.....	1	.....	4	.....	2	5	...	.....	...	.....	...	.....	...	.....	1	15,000	16	.....	Marion G. Sibley	...	14
15	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	C. M. Gilleece	...	15
16	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	B. F. Brown	...	16
17	...	6	3	...	9	.....	...	.....	4	.....	3	7	...	.....	...	.....	...	.....	1	.....	1	.....	3	.....	Lionel D. De Silva	15	17
18	49	21	...	...	70	[4]1042800	6	.....	29	.....	17	17	2	.....	1	58,255	1	104,275	1	.....	1	.....	28	.....	Charles H. Hunt	...	18
19	35	...	...	4	39	[5]7108742	50	.....	...	.....	6	26	4	10000000	...	.....	...	.....	1	32,842	10	379,932	46	.....	Raymond E. Hoyt	49	19
a	90	...	107	...	197	3,745,778	...	.....	...	.....	41	28	...	.....	...	.....	...	.....	...	.....	...	.....	94	.....	C. L. Glenn	197	a
b	...	...	...	...	...	.....	...	.....	...	.....	...	2	...	.....	1	.....	2	.....	...	.....	...	.....	18	.....	J. J. Hassett	24	b
20	2	2	...	...	4	43,000	...	.....	1	90,000	...	2	5	2,500,000	...	.....	...	.....	...	.....	1	10,000	2	3,000	F. E. Wadsworth	...	20
21	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Merritt J. Crandall	...	21
22	...	...	1	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	C. D. Bartlett	1	22
23	1	...	...	...	1	16,500	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	C. H. Wright	...	23
24	1	...	...	...	1	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	C. L. Daniels	...	24
25	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	83,000	...	.....	Vancil E. Row	...	25
26	60	5	10	...	75	[1]2279988	3	162,047	11	.....	8	12	...	.....	...	.....	1	65,755	...	.....	...	.....	47	.....	R. W. Robertson	85	26
27	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Austin Burt	...	27
28	1	2	...	...	3	.....	1	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	James N. Parsons	3	28
29	6	1	...	...	7	107,125	1	18,000	1	.....	2	4	...	.....	...	.....	...	.....	...	.....	1	40,000	6	6,000	Charles R. Clifford	...	29
30	12	1	8	...	21	423,587	...	.....	1	3,010	7	5	...	.....	...	.....	...	.....	...	.....	2	6,018	58	.....	Cecil F. Martin	...	30
a	...	...	...	...	...	.....	4	.....	...	.....	4	5	...	.....	...	.....	1	84,000	...	.....	2	46,613	16	120,000	G. L. Skutt	9	a
31	2	...	1	...	3	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	Mrs. Telura Swim	...	31
32	1	...	...	...	1	.....	...	.....	2	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	C. C. Caves	...	32
33	...	...	...	1	1	4,869	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Enville C. Spaulding	...	33
34	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	3	.....	...	.....	J. C. Cooper	13	34
35	13	...	...	...	13	.....	9	.....	5	.....	15	1	2	.....	2	.....	...	.....	...	.....	1	.....	14	.....	George Sim	...	35
36	...	3	...	...	3	[1]28,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. V. B. Sands	3	36
37	...	...	...	...	...	.....	2	.....	...	.....	1	1	5	.....	1	.....	...	.....	...	.....	1	.....	2	.....	Thomas F. Murphine	...	37
38	12	...	...	...	12	801,285	6	.....	11	19,200	...	5	1	.....	...	.....	...	.....	...	.....	...	.....	14	.....	W. A. Kearns	...	38
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	1	.....	...	.....	...	.....	8	.....	A. S. Hill	...	a

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	Paid Workers Exclusive of Caretakers: No. of Women	Paid Workers Exclusive of Caretakers: No. Employed Full Time Year Round	Volunteer Workers: No. of Men	Volunteer Workers: No. of Women	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Expenditures Last Fiscal Year: Upkeep, Supplies and Incidentals	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Other Services	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: Total	Source of Financial Support†	No. of City
	CALIFORNIA—Cont.															
39	San Francisco	637,212	Playground Commission	73	76	89	....	9	223,145.10	90,447.44	154,048.58	104,323.65	258,372.23	571,964.77	M	39
			Board of Park Commissioners	1	....	....	....	....	....	....	....	....	....	307,739.89	M	a
40	San Jose	57,547	Parks Department	....	....	....	....	....	....	....	....	....	....	....	..	40
41	San Leandro	11,463	Recreation Department	3	3	1	1	....	....	....	....	....	....	3,843.75	M	41
42	Santa Ana	30,000	Board of Education and City Council	11	321	....	....	....	....	354.46	4,000.00	1,170.00	5,170.00	5,524.46	M	42
43	Santa Barbara	34,000	Board of Recreation Commissioners	11	3	....	....	....	....	....	6,400.00	600.00	7,000.00	13,600.00	M	43
44	Santa Barbara Co.	80,000	County Board of Forestry[7]	....	....	....	....	....	18,931.01	1,970.28	....	13,149.39	13,149.39	34,050.68	C	44
45	Santa Monica	35,000	Board of Education	24	30	....	....	....	3,755.55	2,000.00	13,732.00	....	13,732.00	19,487.55	M	45
			Department of Public Affairs and Finance	13	8	....	....	....	....	....	....	....	....	128,755.00	M	a
46	Selma	3,000	Park Commission	....	....	....	....	....	....	....	....	900.00	900.00	900.00	M	46
47	South Pasadena	13,800	Playground Commission	3	3	....	....	....	....	406.35	1,730.45	....	1,730.45	2,136.80	M	47
48	Stockton	48,000	Recreation Department	15	8	5	....	....	3,683.20	13,016.30	11,494.00	12,486.00	23,980.00	40,679.50	M	48
49	Taft	9,000	Conley School District	2	3	....	....	....	....	190.40	1,298.00	....	1,298.00	1,488.40	M	49
50	Vallejo	25,000	City, School Department and Naval Y. M. C. A.	4	2	....	....	....	25,000.00	2,000.00	2,500.00	2,000.00	4,500.00	31,500.00	M&P	50
51	Watsonville	8,100	Park Department	....	1	....	....	....	....	489.56	720.00	....	720.00	1,209.56	M	51
	COLORADO															
1	Alamosa	5,100	American Legion Playground Committee	....	1	....	....	....	172.29	76.65	210.00	....	210.00	458.94	P	1
2	Colorado Springs	33,000	Park Commission	2	16	....	....	....	4,150.00	879.22	2,779.00	1,243.27	4,022.27	[9]19,551.49	M&P	2
			The Patty Stuart Jewett Memorial Field Golf Commission	1	....	1	....	....	8,065.31	4,595.24	2,965.00	12,147.75	15,112.75	27,773.30	M	a
3	Denver	325,000	Department of Parks and Board of of Education	30	45	2	....	125	206,319.00	53,033.00	18,500.00	45,000.00	63,500.00	322,852.00	M	3
4	Fort Collins	11,350	Public Works Department	....	....	....	....	....	....	....	....	....	....	6,690.00	M	4
5	Fort Morgan	5,000	City of Fort Morgan	1	....	....	....	....	....	64.91	400.00	340.00	740.00	804.91	M	5
6	Grand Junction	10,459	Community Service Department	1	6	....	....	....	3,082.00	3,608.47	1,107.25	4,510.16	5,617.41	12,307.88	M	6
7	Pueblo	50,000	Kiwanis Club	1	....	....	....	....	....	....	225.00	....	225.00	225.00	P	7
	CONNECTICUT															
1	Ansonia	21,000	Recreation Commission	2	1	....	....	....	[10]15,925.00	500.00	675.00	325.00	1,000.00	17,425.00	M	1
2	Branford[11]	7,000	Community Council, Inc	1	1	1	....	1	....	....	1,550.00	....	1,550.00	4,450.00	M&P	2
3	Bridgeport	150,000	Board of Recreation	82	28	5	....	....	....	9,060.00	13,886.00	16,339.00	30,225.00	39,285.00	M	3
4	Bristol	29,000	Playground Commission	3	4	....	....	....	....	1,446.82	2,053.18	....	2,053.18	3,500.00	M	4
5	Derby	11,000	Playground Association	6	4	....	35	38	....	....	700.00	150.00	850.00	850.00	M	5
6	Greenwich	32,000	Recreation Board	14	15	3	33	24	....	3,876.40	11,842.00	951.60	12,793.60	16,770.00	M	6
7	Hamden	20,000	Recreation Commission	9	10	....	3	1	1,717.36	2,063.08	4,820.00	....	4,820.00	8,600.44	M	7
8	Hartford	172,000	Park Department	48	31	8	....	....	....	7,000.00	50,000.00	7,650.00	57,650.00	64,650.00	M	8
9	Meriden	38,000	Recreation Commission	6	7	....	....	....	6,280.00	3,830.00	10,320.00	....	10,320.00	20,430.00	M	9
10	Middletown	24,422	Park and Playground Department	6	6	....	....	....	1,000.00	500.00	4,000.00	....	4,000.00	5,500.00	M	10
11	Naugatuck	14,277	School Department and Community House	8	2	4	....	....	636.93	1,115.03	950.00	394.00	1,344.00	[12]3,095.96	M&P	11
12	New Britain	80,000	Municipal Recreation Commission	11	12	....	....	....	....	....	4,111.70	....	4,111.70	19,971.04	M	12
13	New Haven	162,650	Public Recreation Commission	80	22	9	421	51	210.55	7,635.27	18,490.18	....	18,490.18	26,336.00	M	13
			Park Commission	1	....	....	....	....	....	....	....	....	....	111,679.00	M	a
14	New London	30,000	Division of Recreation, Department of Public Welfare	3	1	....	....	....	....	....	1,442.00	3,000.00	4,442.00	4,442.00	M	14
15	Norwich	23,000	Recreation Commission	10	12	....	....	....	600.00	900.00	4,500.00	....	4,500.00	6,000.00	M	15
16	Plainfield	9,000	Community Association	5	2	1	....	....	....	....	12,000.00	....	12,000.00	12,000.00	P	16
17	Salisbury	2,500	Recreation Committee	1	....	1	2	4	....	100.00	2,620.00	100.00	2,720.00	2,820.00	P	17
18	Seymour	7,000	Playground Association	2	2	....	....	....	60.00	150.00	625.00	25.00	650.00	860.00	M&P	18
19	Shelton	10,750	Playground Commission	2	2	....	8	3	....	300.00	700.00	....	700.00	1,000.00	M	19
20	South Manchester	22,000	Recreation Centers Committee	9	5	7	....	....	....	14,000.00	....	....	16,000.00	30,000.00	M	20
21	Stamford	60,000	Board of Public Recreation	24	26	4	....	....	1,436.76	....	12,124.00	....	12,124.00	[13]27,427.66	M	21
22	Torrington	26,112	City Recreation Commission	3	10	1	....	2	475.00	1,026.00	3,650.00	250.00	3,900.00	5,401.00	M	22
23	Waterbury	100,000	Board of Park Commissioners	22	27	3	....	....	....	....	....	....	....	....	M	23
24	Watertown	10,000	Civic Union	3	2	2	24	33	....	3,688.36	5,760.00	1,900.00	7,660.00	11,348.36	P	24
25	West Haven	25,664	Park Commission	....	1	....	....	....	....	75.00	180.00	1,765.00	1,945.00	2,020.00	M	25
26	Westport	6,140	Town Officials and Y. M. C. A.	3	....	....	....	....	....	....	....	....	....	13,176.62	M&P	26
27	Winsted	10,000	Playground Association	....	2	....	....	....	18.81	194.37	637.50	413.25	1,050.75	1,263.93	M&P	27
	DELAWARE															
1	Wilmington	104,000	Board of Park Commissioners	16	21	....	....	....	81,129.36	2,392.77	12,901.68	13,136.33	26,038.01	109,560.14	M	1
	DIST. OF COLUMBIA															
1	Washington	486,869	Municipal Playground Department	58	117	36	....	....	....	43,416.00	99,188.00	85,456.00	184,644.00	228,060.00	M	1
			Community Center Department, Public Schools	29	46	10	....	75	....	14,183.58	....	....	70,077.56	84,261.14	M&P	a
			Public Schools	1	18	....	....	....	....	....	2,137.50	....	2,137.50	2,137.50	M	b
			Department of Public Buildings and Public Parks[14]	....	....	....	....	....	....	....	....	....	....	38,000.00	M	c
	FLORIDA															
1	Bartow	5,268	City Manager	1	....	....	....	....	2,721.55	....	900.00	5,470.13	6,370.13	9,091.68	M	1
2	Bradenton	7,500	Board of Public Recreation	1	....	1	....	....	....	1,703.27	2,892.25	....	2,892.25	4,595.52	M	2
3	Coral Gables	6,000	Recreation Department	2	....	2	....	....	....	9,714.45	5,150.40	11,853.03	17,003.43	26,717.88	M	3
4	Daytona Beach	16,509	Department of Recreation	....	2	2	20	....	976.52	4,478.59	3,829.59	5,302.60	9,132.19	14,587.30	M	4
5	Eustis	5,000	Recreation Bureau, Chamber of Commerce	....	1	....	....	....	....	....	500.00	....	500.00	500.00	M	5
6	Fort Lauderdale	8,510	Department of Parks and Play-Playgrounds	3	2	1	....	....	....	2,699.50	2,718.47	5,399.00	8,117.47	10,816.97	M	6
7	Fort Myers	9,100	Board of Public Recreation	3	2	2	....	....	3,097.82	9,188.90	2,835.84	9,938.68	12,774.52	25,061.24	M	7
8	Jacksonville	129,682	Playground and Recreation Board	12	6	12	....	....	34,114.63	9,744.63	20,938.27	25,048.00	45,986.27	89,845.53	M	8

RECREATION STATISTICS FOR 1930

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Recreation Buildings: Number	Total Yearly or Seasonal Attendance ••	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
39	44	...	...	...	44	[3]961924	20	.....	3	.....	1	11	...	.....	...	.....	...	.....	...	.....	2	31,640	45	.....	Veda B. Young	45	39
a	...	...	...	...	...	.....	...	.....	...	.....	2	17	2	.....	...	.....	2	.....	...	.....	1	.....	...	.....	B. P. Lamb	...	a
40	...	...	...	...	...	.....	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	1	.....	1	.....	11	.....	W. J. Poff	...	40
41	1	...	3	...	4	133,508	...	.....	1	.....	...	3	...	.....	...	.....	...	.....	...	.....	1	4,192	2	10,000	Ed. V. Henley	...	41
42	...	7	13	...	20	[1]103,375	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	6	840	L. W. Archer	...	42
43	...	5	7	...	12	85,000	...	.....	...	.....	15	6	2	.....	...	.....	...	.....	1	.....	...	.....	8	.....	W. H. Orion	15	43
44	...	...	...	...	...	.....	...	.....	...	.....	...	...	4	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Frank E. Dunne	14	44
45	4	...	8	...	12	320,752	...	.....	4	.....	6	6	...	.....	...	.....	...	.....	...	.....	...	.....	7	.....	R. E. Munsey	12	45
a	3	2	...	...	5	330,000	...	.....	2	.....	1	1	1	.....	...	.....	1	.....	...	.....	...	.....	7	.....	Frank Helton	...	a
46	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	E. P. Todd	1	46
47	...	3	...	...	3	18,066	1	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	12	.....	Glenn W. Garwood	3	47
48	4	8	2	...	14	425,561	3	[3]12,829	6	.....	...	5	1	.....	1	.....	...	.....	...	.....	1	.....	9	.....	B. E. Swenson	...	48
49	...	2	...	...	2	10,147	...	.....	2	4,968	2	4	...	.....	...	.....	...	.....	...	.....	...	.....	4	503	Claude L. Walsh	10	49
50	...	1	1	...	2	18,000	3	6,000	1	1,200	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	4,000	Sabin W. Rich	9	50
51	1	...	...	...	1	.....	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	M. M. Swisher	...	51
1	...	1	...	...	1	[4]4,500	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	Charles H. Woodard	...	1
2	...	6	...	...	6	[4]61,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	13,200	12	.....	Curtis Engle	19	2
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	1	38,980	...	.....	...	.....	...	.....	Curtis Engle	...	a
3	16	15	66	...	97	500,000	7	.....	36	.....	45	40	3	.....	1	37,000	2	85,000	4	.....	2	.....	90	.....	Willard N. Greim	...	3
4	...	...	...	...	...	.....	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	1	.....	4	.....	E. A. Lawver	...	4
5	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	2,500	...	.....	Paul G. Williams	...	5
6	...	5	...	...	5	.....	...	.....	...	.....	2	2	...	.....	1	.....	...	.....	...	.....	1	.....	4	.....	Bruce Brownson	...	6
7	...	1	...	...	1	[2]2,700	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	W. S. Kettering	...	7
1	...	3	...	...	3	.....	1	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	3	.....	1	.....	Mae A. Gaffney	...	1
2	...	3	...	...	3	14,200	1	20,000	...	.....	1	1	3	.....	...	.....	...	.....	...	.....	...	.....	4	400	H. C. Brazeau	...	2
3	...	11	...	...	11	144,400	...	.....	4	5,852	1	8	1	444,665	1	28,043	...	.....	...	.....	...	.....	22	52,808	R. A. Leckie	44	3
4	...	5	...	...	5	30,000	...	.....	...	.....	...	5	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. C. Hitchcock	...	4
5	...	1	...	...	1	17,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	George W. Anger	...	5
6	...	9	...	...	9	68,555	3	5,964	7	.....	...	9	...	.....	...	.....	...	.....	...	.....	...	.....	3	3,478	David S. Switzer	16	6
7	...	9	...	...	9	78,151	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Stanley H. Leeke	11	7
8	4	20	5	...	29	1,963,322	4	.....	9	.....	7	28	1	.....	...	.....	2	.....	...	.....	2	.....	29	.....	James H. Dillon	...	8
9	...	6	...	...	6	.....	...	.....	...	.....	2	2	3	.....	1	.....	...	.....	...	.....	1	.....	...	.....	Oscar L. Dossin	...	9
10	...	6	...	...	6	132,000	...	.....	...	.....	1	...	1	25,000	...	.....	...	.....	...	.....	...	.....	...	.....	P. M. Kidney	...	10
11	1	3	...	...	4	.....	1	40,000	...	.....	1	5	...	.....	...	.....	...	.....	1	30,000	...	.....	2	500	Harold E. Chittenden	...	11
12	...	7	...	...	7	[1]144,666	...	.....	...	.....	2	15	...	.....	1	.....	...	.....	...	.....	3	120,000	9	150,000	Bernard Kranowitz	...	12
13	...	9	...	...	9	.....	1	12,145	3	25,783	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	E. L. Manning	...	13
a	...	...	...	...	...	.....	...	.....	...	.....	10	23	3	156,188	...	.....	1	90,263	...	.....	...	.....	22	8,980	Harold V. Doheny	...	a
14	...	3	...	...	3	.....	...	.....	...	.....	2	2	3	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Robert C. Rice	3	14
15	...	12	...	...	12	150,000	...	.....	...	.....	2	5	1	.....	...	.....	...	.....	...	.....	...	.....	1	.....	Earle E. Brigham	12	15
16	4	...	...	...	4	195,000	1	100,000	...	.....	4	6	...	.....	...	.....	...	.....	1	60,000	...	.....	2	.....	Le Roy Dissinger	...	16
17	2	...	...	...	2	.....	1	400	2	1,500	2	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Wilbert R. Hemmerly	...	17
18	...	2	...	...	2	20,500	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	1	.....	...	.....	F. B. Towle	...	18
19	...	3	...	...	3	19,000	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	George W. Anger	5	19
20	...	2	...	...	2	34,000	...	.....	2	20,000	1	3	...	.....	...	.....	...	.....	1	3,500	1	4,500	6	7,000	Lewis Lloyd	4	20
21	7	1	...	1	9	151,245	2	9,217	8	24,347	...	5	2	70,596	1	16,076	...	.....	...	.....	...	.....	8	5,160	Edward J. Hunt	8	21
22	...	3	...	...	3	45,514	1	5,645	...	.....	1	3	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Aroline H. Clarke	3	22
23	3	5	...	...	8	.....	3	.....	2	.....	5	8	1	.....	...	.....	...	.....	...	.....	2	.....	17	.....	William D. Shea	...	23
24	...	2	...	...	2	21,000	1	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	R. S. Pasho	...	24
25	...	1	...	...	1	[5]5,000	...	.....	...	.....	1	3	2	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Walter N. Scranton	...	25
26	...	...	...	...	...	.....	...	.....	...	.....	1	2	4	.....	...	.....	...	.....	...	.....	...	.....	6	.....	Thomas H. Leonard	...	26
27	...	1	...	...	1	4,000	1	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Miss E. N. C. Wolf	...	27
1	2	18	...	...	20	442,575	2	33,106	4	.....	1	16	...	.....	...	.....	...	.....	...	.....	5	236,689	12	.....	Edward R. Mack	...	1
1	38	29	...	12	79	7,100,000	...	.....	...	.....	5	6	...	.....	...	.....	...	.....	...	.....	6	162,000	46	23,300	Maude N. Parker and Richard S. Tennyson	80	1
a	...	...	...	...	...	.....	...	.....	25	310,980	1	1	...	.....	...	.....	...	.....	2	5,487	...	.....	3	171	Sibyl Baker	...	a
b	...	18	...	...	18	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	George D. Strayer, Jr.	...	b
c	...	...	...	...	...	.....	...	.....	...	.....	2	27	...	.....	3	.....	2	.....	...	.....	2	.....	72	.....	B. C. Gardner	...	c
1	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	1	6,000	...	.....	...	.....	...	.....	J. E. Childes	2	1
2	2	...	2	...	4	18,558	1	19,851	...	.....	...	3	1	.....	1	.....	...	.....	...	.....	...	.....	2	.....	George E. White	4	2
3	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	16,340	...	.....	...	.....	1	35,718	...	.....	G. N. Shaw	3	3
4	1	...	...	...	1	.....	3	109,500	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Mrs. Luda Twiggs Bush	5	4
5	...	...	...	...	...	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Ethel F. Mantey	...	5
6	...	2	...	...	2	4,512	1	.....	...	.....	...	3	1	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Mrs. Ray Whyte and Glenn E. Turner	5	6
7	1	1	...	...	2	25,650	1	15,000	...	.....	...	...	...	.....	...	.....	1	11,578	1	5,002	...	.....	2	.....	E. W. Page	2	7
8	10	...	5	...	15	411,354	2	19,090	11	9,033	1	10	...	.....	...	.....	...	.....	...	.....	1	43,574	14	60,039	Joseph E. Byrnes	...	8

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	FLORIDA—Cont.														
9	Key West	13,118	City Council	1	....	1	....	....						M	9
10	Lakeland	18,549	Recreation Department	1	....	1	1	....		7,991.43			17,001.96	24,993.39	M	10
11	Lake Wales	3,401	Park Committee of City Council	1	....	1	....	....		20,000.00			5,000.00	25,000.00	M&P	11
12	Miami	110,000	Department of Public Service	....	....	....	....	....	2,639.88	11,704.74			26,776.00	41,120.62	M	12
			Recreation Bureau	2	1	1	....	....	5,000.00	3,000.00	2,700.00	1,200.00	3,900.00	11,900.00	M	a
13	Miami Beach	7,000	Department of Public Recreation	3	3	5	....	....	330,000.00	4,000.00	10,500.00	....	10,500.00	344,500.00	M	13
			City of Miami Beach	1	....	....	....	....	....	....	....	....	....	62,838.85	M	a
14	Mount Dora	3,000	Recreation Bureau, Chamber of Commerce	1	....	....	1	....	....	200.00	....	....	1,400.00	1,600.00	M	14
15	Orlando	27,323	Department of Public Playgrounds and Recreation	3	....	1	7	....	....	1,706.09	2,778.00	2,002.18	4,780.18	6,486.27	M	15
16	Pensacola	31,500	Park and Playground Department	7	10	1	10	14	....	9,436.50	4,000.00	13,650.00	17,650.00	27,086.50	M	16
17	St. Augustine	11,930	Welfare Federation	....	2	....	....	....	....	....	....	....	....	....	..	17
18	St. Petersburg	40,000	Bureau of Recreation	3	2	4	....	....	....	1,835.00	8,950.00	....	8,950.00	10,785.00	M	18
19	Sarasota	7,000	Department of Public Recreation	....	....	....	4	2	....	628.70	....	11,377.30	11,377.30	12,006.00	M	19
20	Tampa	101,334	Board of Public Recreation	23	20	17	....	....	9,475.00	8,854.95	38,180.00	6,025.00	44,205.00	[14]68,534.95	M	20
21	West Palm Beach	26,613	Park Department	2	1	1	....	....	3,500.00	11,279.35	2,964.00	19,023.00	21,987.00	36,766.35	M	21
22	Winter Haven	7,138	Recreation Department	2	....	....	....	....	....	2,200.00	1,100.00	....	1,100.00	3,300.00	M	22
	GEORGIA														
1	Atlanta	285,000	Park Department	....	41	....	....	....	....	31,683.16	37,166.88	....	37,166.88	68,850.04	M	1
2	Columbus	43,122	Department of Parks and Recreation	1	24	1	....	51	31,785.71	2,115.85	8,544.50	1,477.15	10,021.65	43,923.21	M	2
3	Fitzgerald	7,500	Y. M. C. A.	1	1	....	....	....	3,700.00	100.00	300.00	75.00	375.00	4,175.00	M&P	3
4	Macon	72,000	Playground and Recreation Association	2	11	10	....	....	....	1,650.00	7,930.00	....	7,930.00	9,580.00	M	4
5	Savannah	85,024	Recreation Commission	4	27	2	....	....	....	2,435.82	11,600.00	1,016.68	12,616.68	15,052.50	M	5
			Park Commission	....	....	....	....	....	....	....	....	....	....	22,480.00	M	a
6	Thomaston	2,502	Kiwanis Club	....	....	....	3	20	800.00	....	....	....	....	800.00	M&P	6
	IDAHO														
1	Boise	25,000	City and School Board	4	9	....	....	....	....	128.89	894.50	....	894.50	1,023.39	M	1
2	Coeur D'Alene	11,000	Park Department	....	....	....	....	....	....	....	....	....	....	....	M	2
3	Pocatello	20,000	Y. M. C. A.	3	1	....	....	4	....	362.00	900.00	....	900.00	1,262.00	P	3
4	Wallace	3,500	City of Wallace	1	....	....	....	....	....	400.00	400.00	....	400.00	800.00	M	4
	ILLINOIS														
1	Aledo	2,200	American Legion Auxiliary	....	....	....	....	22	460.00	....	....	....	....	460.00	P	1
2	Alton	30,142	Playground and Recreation Commission	15	11	2	....	....	....	1,321.94	5,215.00	6,453.05	11,668.05	12,989.99	M	2
3	Aurora	52,500	Playground Department	....	13	1	....	....	8,204.45	1,700.00	5,054.55	1,442.00	6,496.55	16,401.00	M	3
4	Berwyn	60,000	Playground and Recreation Commission	9	6	1	....	....	....	193.35	3,220.25	4,603.39	500.00	5,103.39	8,516.99	M	4
5	Bloomington	40,000	Fell Avenue Community Playground Committee	1	1	....	....	....	....	....	....	....	....	900.00	P	5
6	Blue Island	16,000	Playground and Recreation Association	1	....	1	3	2	....	....	2,400.00	....	2,400.00	2,400.00	M	6
7	Cairo	16,000	Park Commission and Swimming Pool Committee	3	2	....	....	....	....	600.00	750.00	1,300.00	2,050.00	2,650.00	M	7
8	Calumet City	15,000	Memorial Park District	8	....	2	40	20	....	....	....	....	....	....	M	8
9	Canton	14,000	Park District	....	....	....	....	....	....	2,500.00	....	900.00	900.00	3,400.00	M	9
10	Carpentersville	1,300	Village of Carpentersville	1	1	....	....	....	....	1,500.00	200.00	2,400.00	2,600.00	4,100.00	M&P	10
11	Centralia	15,000	Recreation Department	11	8	1	5	10	....	4,458.10	2,879.50	....	2,879.50	7,337.60	M	11
12	Chicago	3,376,438	Bureau of Parks, Recreation and Aviation	38	24	62	....	....	210,500.00	30,650.00	120,680.00	95,385.00	216,065.00	457,215.00	M	12
			South Park Commissioners	47	48	62	....	....	....	....	....	....	....	510,000.00	M	a
			West Chicago Park Commissioners	48	47	55	....	....	....	56,602.00	....	....	283,792.20	340,394.20	M	b
			Bureau of Recreation, Board of Education	80	117	134	....	....	....	227,954.50	314,440.00	181,149.50	495,589.50	723,544.00	M	c
			Community Center Division, Board of Education	80	79	1	86	75	....	8,628.29	41,248.41	16,526.40	57,774.81	66,403.10	M	d
			Calumet Park District	7	2	1	....	....	....	....	....	....	....	6,000.00	M	e
			West Pullman Park District	1	....	....	....	....	25,188.02	6,384.92	2,400.00	7,650.10	10,050.10	41,623.04	M	f
			River Park District	....	....	....	....	....	....	5,419.90	8,177.20	7,455.52	15,632.72	21,052.62	M	g
			Lincoln Park Commissioners	13	15	22	....	....	....	....	....	....	....	325,000.00	M	h
			Northwest Park District	11	16	15	....	....	....	8,970.95	17,607.22	....	17,607.22	26,578.17	M	i
			Ridge Park District	4	....	2	....	....	....	....	....	....	....	....	....	j
13	Chicago Heights	22,300	Park Board	1	....	1	....	....	2,500.00	27,795.47	2,700.00	5,947.50	8,647.50	38,942.97	M	13
14	Cicero	80,000	Park District	3	....	....	....	....	170,000.00	1,500.00	....	....	5,000.00	176,500.00	M	14
15	Cook County[16]	4,000,000	Forest Preserve District of Cook County	40	....	1	....	....	....	....	....	....	....	400,853.79	C	15
16	Decatur	57,511	Pines Community Association and Park Board	5	11	1	....	....	....	....	6,000.00	....	6,000.00	21,045.00	M&P	16
17	Dixon	12,000	Park Board	1	....	....	....	....	....	....	....	....	....	400.00	M	17
18	East Dundee	1,300	Playground Committee	1	....	....	15	....	....	....	100.00	....	100.00	100.00	P	18
19	East St. Louis	74,024	Park District	11	8	....	....	....	10,000.00	4,000.00	2,500.00	5,000.00	7,500.00	21,500.00	M	19
20	Edwardsville	6,211	Playground Board	1	1	....	2	2	....	300.00	675.00	....	675.00	975.00	M	20
21	Elgin	36,000	City Council	....	....	....	....	....	1,000.00	....	....	....	....	10,000.00	M	21
22	Evanston	64,000	Bureau of Recreation	31	37	6	....	....	101,442.50	5,672.35	25,850.00	6,735.93	32,585.93	139,700.78	M	22
23	Freeport	23,000	Park Board	....	....	....	....	....	....	....	....	....	....	2,500.00	M	23
24	Glencoe	5,800	Municipal Playground Committee	....	....	....	....	....	7,749.95	15,432.50	....	24,979.89	24,979.89	48,162.34	M	24
25	Granite City	25,000	Park District	1	....	....	....	....	200.00	500.00	....	....	3,400.00	4,100.00	M	25
26	Harvey	17,000	Park Department	1	1	....	....	....	....	....	....	....	....	....	M	26
27	Highland Park	14,000	East Park District	1	4	....	....	....	50,000.00	....	....	....	....	83,109.35	M	27
28	Jacksonville	17,000	Park Commission	5	1	1	....	....	7,531.45	2,727.25	2,980.00	9,795.50	12,775.50	23,034.20	M	28
29	Joliet	70,000	Bureau of Recreation	4	3	1	....	....	....	1,432.00	5,150.00	....	5,150.00	6,582.00	M	29

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
9	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	1	3,050	...	.....	...	.....	1	.....	2	.....	Leslie A. Curry	3	9
10	...	...	...	...	...	.....	2	.....	...	.....	1	...	1	.....	...	.....	1	12,670	...	.....	...	.....	6	.....	W. W. Alderman	4	10
11	...	...	...	...	...	.....	2	.....	...	.....	1	1	1	.....	...	.....	1	.....	...	.....	...	.....	4	.....	E. D. Quaintance and Dave Towns	8	11
12	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	2	33,406	...	.....	...	.....	...	.....	F. R. Frink	2	12
a	2	...	...	...	2	30,000	...	.....	...	.....	3	9	...	.....	...	.....	...	.....	...	.....	...	.....	16	150,000	E. E. Seiler	5	a
13	2	...	...	...	2	292,214	2	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	7	.....	J. B. Lemon	2	13
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	571,421	...	.....	1	46,555	...	.....	...	.....	...	.....	C. A. Renshaw	...	a
14	3	...	...	...	3	102,000	...	.....	...	.....	1	1	2	458	...	.....	...	.....	...	.....	...	.....	5	.....	Louise Lane	3	14
15	1	1	...	...	2	.....	...	.....	...	.....	1	2	1	.....	...	.....	...	.....	...	.....	...	.....	5	18,200	C. L. Varner	...	15
16	...	5	...	...	5	35,763	2	27,750	1	1,540	1	4	2	102,000	...	.....	1	14,000	...	.....	...	.....	7	.....	Julian O. Olsen	13	16
17	1	...	...	...	1	6,240	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Miss M. M. Bush	2	17
18	...	...	...	...	...	.....	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	11	11,145	P. V. Gahan	...	18
19	...	...	...	...	...	.....	1	.....	...	.....	...	2	...	.....	...	.....	1	12,302	...	.....	...	.....	6	.....	J. E. Richards	5	19
20	17	4	...	1	22	544,539	2	.....	12	.....	1	9	...	.....	1	.....	...	.....	...	.....	...	.....	12	.....	W. L. Quinlan	...	20
21	2	...	...	2	4	.....	1	.....	...	.....	1	2	...	.....	...	.....	1	16,816	...	.....	...	.....	4	.....	Mrs. B. S. Jordahn	5	21
22	...	...	...	...	...	.....	1	.....	...	.....	...	2	1	.....	...	.....	...	.....	...	.....	...	.....	11	.....	A. C. Newman	5	22
1	...	34	...	...	34	[3]301,097	2	.....	...	.....	3	12	...	.....	4	179,271	...	.....	...	.....	6	588,572	59	41,259	George I. Simons	34	1
2	...	...	...	11	11	130,924	...	.....	2	8,714	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Maurice W. Squirrell	...	2
3	...	1	...	...	1	2,300	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. E. A. Russell	...	3
4	10	1	...	...	11	240,991	...	.....	...	.....	...	9	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	Mrs. Wilma E. Beggs	...	4
5	13	...	1	...	14	423,918	...	.....	2	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	H. S Bounds	14	5
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	2	50,000	...	.....	...	.....	...	.....	H. S. Bounds	...	a
6	...	1	...	...	1	7,980	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. J. Nitzschke	...	6
1	...	3	...	...	3	6,481	...	.....	...	.....	3	...	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	L. H. Basler	...	1
2	...	...	...	...	...	.....	...	.....	...	.....	1	...	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	J. M. Voice and J. Ward Arney	...	2
3	...	3	...	...	3	26,250	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Austin L. Jones	5	3
4	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	C. A. Magnuson	...	4
1	...	1	...	...	1	2,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. M. K. Bellows	1	1
2	1	7	...	...	8	42,855	...	.....	4	.....	...	5	...	.....	...	.....	...	.....	...	.....	...	.....	8	.....	H. Ray Myers	...	2
3	1	5	...	...	6	.....	...	.....	2	.....	...	6	...	.....	...	.....	...	.....	...	.....	5	.....	1	.....	Jean E. Mored	6	3
4	...	5	...	...	5	24,630	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	W. F. Pfuderer, Jr.	...	4
5	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	F. R. Sack	...	5
6	3	2	...	...	5	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	E. E. Marshall	...	6
7	...	3	...	...	3	.....	...	.....	...	.....	1	1	2	.....	...	.....	...	.....	...	.....	1	.....	10	.....	Rev. C. R. Dunlap	...	7
8	1	1	...	...	2	10,000	1	25,000	...	.....	1	3	...	.....	...	.....	1	40,000	...	.....	2	95,000	6	5,000	Edward Fedosky	...	8
9	...	...	...	...	...	.....	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	F. A. Perkins	2	9
10	...	...	...	...	...	.....	1	2,250	...	.....	...	2	...	.....	1	1,000	...	.....	...	.....	1	.....	2	.....	A. W. Squires	2	10
11	...	5	...	...	5	18,835	...	.....	5	7,430	3	3	1	15,000	...	.....	...	.....	...	.....	...	.....	4	6,000	Edgar Drake	17	11
12	36	1	...	...	37	5,000,000	...	.....	...	.....	11	17	4	.....	...	.....	...	.....	3	.....	1	.....	40	.....	Theodore A. Gross	37	12
a	...	24	...	...	24	1,491,090	18	5,826,450	...	.....	25	85	3	475,500	1	91,668	2	185,740	...	.....	15	975,500	393	390,250	V. K. Brown	...	a
b	18	2	...	...	20	[5]11828237	17	.....	...	.....	16	13	...	.....	2	.....	...	.....	2	.....	12	.....	153	.....	William J. H. Schultz	...	b
c	64	20	...	...	84	7,751,371	...	.....	6	51,001	12	9	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Herman J. Fischer	65	c
d	...	...	...	...	...	.....	...	.....	32	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Marie G. Merrill	...	d
e	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	2	54,034	2	.....	William H. German	...	e
f	...	...	...	...	...	.....	1	40,000	...	.....	...	1	...	.....	...	.....	...	.....	1	.....	...	.....	5	.....	J. W. Lamble	7	f
g	...	...	...	...	...	.....	5	.....	...	.....	5	5	...	.....	...	.....	...	.....	...	.....	1	46,000	19	.....	Timothy J. Gleason	...	g
h	6	...	...	...	6	620,000	6	120,000	...	.....	8	19	3	9,000,000	1	120,000	...	.....	...	.....	2	150,000	63	150,000	Oscar Knop	...	h
i	12	...	...	...	12	1,557,204	8	.....	8	.....	11	11	...	.....	1	67,179	...	.....	1	.....	...	.....	45	66,110	Helene Andersen	...	i
j	...	...	...	...	...	.....	1	.....	...	.....	1	1	...	.....	...	.....	...	.....	1	.....	...	.....	8	.....	Ralph W. Morgan	...	j
13	3	...	...	...	3	122,962	2	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	W. G. Gaunt	...	13
14	...	...	...	...	...	.....	2	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	2	560,000	14	6,000	John E. Hlinka	...	14
15	...	...	...	...	...	.....	...	.....	...	.....	...	16	5	1,200,000	1	65,483	3	164,771	...	.....	1	108,016	4	.....	John F. Berry	45	15
16	1	10	...	...	11	.....	2	.....	6	.....	1	7	1	.....	...	.....	1	.....	...	.....	...	.....	7	.....	E. J. Muffley	11	16
17	...	...	...	...	...	.....	...	.....	...	.....	1	2	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Louis Pitcher	...	17
18	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Harry Wendt	...	18
19	3	5	...	...	8	445,000	...	.....	...	.....	2	9	1	98,000	...	.....	...	.....	1	7,500	...	.....	14	47,000	Emmett P. Griffin	...	19
20	...	4	...	...	4	.....	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Charles E. Gueltig	2	20
21	...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	1	.....	...	.....	...	.....	1	100,000	8	.....	F. M. Lasher	...	21
22	4	6	...	4	14	302,165	3	37,000	9	16,550	4	4	6	562,350	...	.....	...	.....	1	1,200	...	.....	16	38,000	W. C. Bechtold	45	22
23	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	47,000	8	.....	A. F. Stanley	...	23
24	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	1	36,410	...	.....	...	.....	...	.....	J. A. Williams	...	24
25	...	1	...	...	1	.....	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	H. D. Karandjeff	7	25
26	...	...	...	...	...	.....	...	.....	...	.....	2	2	...	.....	...	.....	1	.....	1	.....	1	.....	2	.....	Harris Dante	...	26
27	...	3	...	...	3	17,766	...	.....	...	.....	3	5	3	30,000	...	.....	1	38,000	...	.....	...	.....	1	.....	Edward M. Laing	...	27
28	2	4	...	...	6	25,000	2	15,000	...	.....	1	...	...	.....	1	11,000	...	.....	...	.....	1	6,000	2	500	T. W. Beadle	5	28
29	...	3	...	...	3	39,272	...	.....	5	8,300	1	6	...	.....	...	.....	...	.....	...	.....	...	.....	28	8,800	P. H. Slocum	31	29

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	ILLINOIS—Cont.														
30	Kanka'kee	20,524	Park District										360.00	M	30
31	Kewanee	17,093	Park District	4	2				30,000.00	3,000.00	3,000.00	10,000.00	13,000.00	46,000.00	M&P	31
32	Lake Forest	7,000	Park Board	7	3					300.00	4,300.00	8,000.00	12,300.00	12,600.00	M	32
33	La Salle, Peru and Oglesby	29,090	La Salle—Peru Social Center	11	6	5	2	3	950.00	2,635.00	4,500.00	2,180.00	6,680.00	10,265.00	M	33
34	Lincoln	12,000	Public Schools		2						300.00		300.00	300.00	M	34
35	Maywood	25,675	Playground and Recreation Board	1	1	1				1,000.00			2,462.00	3,462.00	M	35
36	Mount Carmel	8,000	Kiwanis Club	1					583.97	88.44	200.00	360.10	560.10	1,232.51	P	36
37	North Chicago	9,700	Recreational Association and Foss Park Board	1	1											37
38	Oak Park	64,000	Playground Board	24	11	3			3,126.64	6,974.83	12,285.80	11,400.00	23,685.80	33,786.67	M	38
39	Ottawa	15,042	Playground Commission	7						350.00	900.00		900.00	1,250.00	M	39
40	Peoria	105,790	Recreation Commission Park Board	5 6	25					500.00	5,000.00		5,000.00	5,500.00 74,029.18	M M	40 a
41	River Forest	10,000	Playground and Recreation Board	5	3	2				2,859.06	4,622.60	12.00	4,634.60	[17]7,992.74	M	41
42	Rockford	104,000	Board of Park Commissioners Booker Washington Social Center[18]	13	9 1	1	1	11			3,911.97 1,200.00	1,800.00	3,911.97 3,000.00	25,670.08 3,000.00	M P	42 a
43	Rock Island	43,000	Playground and Recreation Commission	13	4	1	2	2	54,910.00	992.97	4,631.00	1,352.05	5,983.05	[19]61,886.02	M&P	43
44	Rushville	3,000	Playground Committee, Scripps Park Board	1	1									9,809.22	M&P	44
45	St. Charles	5,354	Henry Rockwell Baker Memorial Community Center	3	2		2	1		4,889.77	2,280.00	2,827.45	5,107.45	9,997.22	P	45
46	Silvis	2,641	Playground and Recreation Commission		2					344.50	419.47		419.47	763.97	M	46
47	Springfield	83,000	Playground and Recreation Commission[20]	29	31	3			700.00	10,500.00	14,000.00		14,000.00	25,200.00	M	47
48	Stillman Valley	350	Community Recreation Association	1					37.91	75.79	27.00		27.00	140.70	M&P	48
49	Streator	15,500	Trustees of Anderson Fields				1									49
50	Sycamore	4,003	Park District Community Center Association	1 1	3				4,820.00	4,922.23 4,391.35	300.00 2,500.00	5,003.77 761.14	5,303.77 3,261.14	15,046.00 7,652.49	M&P P	50 a
51	Urbana	15,000	Park District	9	5					3,625.18	1,200.00	2,500.61	3,700.61	7,325.79	M	51
52	Waukegan	35,000	Playground and Recreation Board	15	8	3			900.00	1,839.36	10,045.00	1,000.00	11,045.00	13,784.36	M	52
53	Wilmette	16,500	Playground and Recreation Board	4	4	4			54.12	2,775.11	10,311.41	324.06	10,635.47	13,464.70	M	53
54	Winnetka	12,166	Community House, Board of Education and Park District	9	13	5	10	56		7,849.18			19,682.03	27,531.21	M&P	54
	INDIANA															
1	Anderson	40,000	City Park Board	5	4									15,000.00	M	1
2	Bedford	16,000	Recreation Commission	8	5				1,100.00	1,000.00	2,054.00	1,876.00	3,930.00	6,030.00	M	2
3	Bloomington	18,750	City Park Board						15,000.00					19,932.00	M	3
4	Bluffton	5,000	City Park Board							500.00			1,000.00	1,500.00	M	4
5	Brazil	10,000	Recreation Board	1	1		1			60.00	440.00		440.00	500.00	M	5
6	Columbus	9,968	Recreation Commission	6	4	2								5,960.00	M&P	6
7	Crawfordsville	10,319	Public Schools	3	3					125.00	1,086.00		1,086.00	1,211.00	M&P	7
8	East Chicago	55,000	Department of Community Recreation[20]	20	30	2				2,852.03	10,654.42	427.19	11,081.61	13,933.64	M	8
9	Elkhart	33,195	Board of Public Works						4,000.00					6,424.00	M	9
10	Evansville	103,000	Municipal Recreation Department	29	11	2				5,335.95	17,357.98	11,180.00	28,537.98	33,873.93	M	10
11	Fort Wayne	115,000	Board of Park Commissioners The Wheatley Social Center[18]	15 2	36 2	2			7,510.45 1,100.00	2,945.24 1,500.00	10,687.00 3,700.00	377.80 500.00	11,064.80 4,200.00	21,520.49 6,800.00	M P	11 a
12	Goshen	10,000	Recreation Commission	2	3									1,787.18	M	12
13	Hammond	70,000	Municipal Recreation Department and Community Service	13	9	2	14	13	8,500.00	2,500.00	7,050.00	3,500.00	10,550.00	21,550.00	M&P	13
14	Indianapolis	410,000	Recreation Department, Board of Park Commissioners	58	75	15			86,724.98		45,743.87		45,743.87	254,861.48	M	14
15	Jeffersonville	12,250	Recreation Board	2	2				325.00	887.40	1,170.60	285.90	1,456.50	2,668.90	M	15
16	Kendallville	5,428	City of Kendallville	1										3,000.00	M	16
17	Kokomo	40,000	Park Board		1						252.00	2,500.00	2,752.00	2,752.00	M	17
18	La Porte	16,000	Board of Education Civic Advisory Board	2 1	8 1	1				5,347.16	2,200.00 3,500.00	3,176.43	2,200.00 6,676.43	2,200.00 12,023.59	M M&P	18 a
19	Marion	25,000	Park Commission	2	2						420.00		420.00	1,845.00	M	19
20	Michigan City	26,790	Public Schools	3	8						1,610.00		1,610.00	1,610.00	M	20
21	Mishawaka	30,000	Chamber of Commerce	4	5					200.00	2,300.00		2,300.00	2,500.00	M	21
22	New Albany	25,487	Playground and Recreation Commission	9	7				469.07	328.91	2,276.50	68.60	2,345.10	3,143.08	M	22
23	New Castle	15,000	Cemetery and Park Commission	1	2						300.00		300.00	300.00	M	23
24	Pendleton	1,532	Park Committee											7,014.37	M	24
25	Peru	13,000	Y. M. C. A.	1			15	5								25
26	Richmond	31,000	School Board Townsend Community Center[18]	5 1	6 2	1		1	232.08	300.00 1,515.47	1,740.00 1,582.92	105.00	1,740.00 1,687.92	2,040.00 3,435.47	M P	26 a
27	Seymour	8,700	School Board	1							150.00		150.00	150.00	M	27
28	Shelbyville	10,000	Recreation Association	3	2	1			300.00	125.00	3,200.00		3,200.00	3,625.00	P	28
29	South Bend	103,000	Board of Park Commissioners and Board of Education	54	43									43,139.49	M	29
30	Speed	600	Recreation and Welfare Department, Louisville Cement Corp	1	3	3									P	30
31	Tell City	6,000	Playground Committee		1									300.00	M&P	31
32	Terre Haute	70,000	Board of Park Commissioners											35,295.46	M	32
33	Wabash	9,980	Community Service	1					1,250.00	1,640.00	1,200.00	1,500.00	2,700.00	5,590.00	M&P	33
34	Warsaw	5,500	City Park Board	1	1		1				600.00		600.00	2,000.00	M	34
35	Whiting	12,000	Community Service	8	11	3				17,649.67	10,697.00	14,466.80	25,163.80	42,813.47	P	35
	IOWA															
1	Cedar Falls	7,350	Board of Education Board of Park Commissioners		1									800.00 9,000.00	M M	1 a

RECREATION STATISTICS FOR 1930

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
30	...	...	...	...	...	...	...	...	...	...	...	2	1	...	...	...	...	...	...	...	1	...	2	...	C. D. Henry, Jr.	...	30
31	...	...	...	3	3	90,000	...	...	...	...	...	2	...	...	1	23,000	...	...	...	...	...	...	5	12,000	E. R. Waller	3	31
32	...	3	2	...	5	40,000	...	...	...	...	1	1	1	...	1	...	...	...	...	...	...	...	6	...	R. H. Peters	...	32
33	...	1	...	...	1	44,500	...	...	1	96,000	1	1	...	...	...	...	...	...	1	51,500	1	28,000	3	2,775	Howard Fellows	1	33
34	...	2	...	...	2	3,000	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	Louise G. Small	2	34
35	4	...	4	...	8	185,000	...	...	5	6,300	4	...	...	...	...	...	...	...	...	...	...	...	10	7,500	Claudius Collisi	8	35
36	...	1	...	...	1	20,000	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	4	10,000	Dr. S. W. Schneck	...	36
37	...	...	...	...	...	...	...	...	...	...	...	3	1	...	...	...	...	...	...	...	...	...	4	...	Frank E. Deyoe	8	37
38	4	...	...	...	4	...	4	40,105	...	...	4	5	...	...	...	...	...	...	...	...	...	...	12	...	Josephine Blackstock	4	38
39	...	6	...	...	6	198,750	...	...	6	...	...	15	...	...	...	...	...	...	...	...	...	...	...	...	O. J. Christmann	6	39
40	...	2	...	...	2	21,000	1	500	4	30,000	...	12	...	...	...	...	...	...	...	...	...	...	...	...	Walter B. Martin	...	40
a	...	5	...	...	5	...	...	...	...	...	5	6	...	...	...	...	2	98,000	...	...	3	97,000	21	...	Rose Berglin	...	a
41	1	2	...	...	3	...	1	...	3	...	1	3	...	...	...	...	...	...	...	...	...	...	6	...	Alvin L. Lyons	...	41
42	...	7	...	...	7	[1]100,205	...	...	...	...	1	15	...	...	1	...	2	...	...	...	2	93,019	48	...	H. E. Folgate	7	42
a	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Lola Robinson	...	a
43	...	3	...	...	3	[1]57,097	...	...	3	...	...	7	...	...	...	...	...	...	...	...	...	...	19	...	M. H. Hodge	6	43
44	...	1	...	...	1	[1]7,500	1	...	...	...	1	1	...	...	1	...	...	...	...	...	1	...	3	...	Mrs. Paul C. Brines	...	44
45	...	...	...	...	...	...	1	91,748	...	...	...	...	...	...	...	...	...	...	1	9,302	...	...	...	...	Robert F. Munn	...	45
46	...	1	...	...	1	...	...	...	...	...	1	3	...	...	...	...	...	...	...	...	...	...	3	...	Edythe Parsons	...	46
47	...	22	...	...	22	130,677	1	...	7	...	1	9	...	...	2	52,839	1	51,666	...	...	1	50,175	38	...	John E. MacWherter	30	47
48	...	1	...	...	1	[1]1,715	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	Ellery G. Seeberg	1	48
49	...	...	...	...	...	...	...	...	...	...	1	1	...	...	1	...	...	...	...	...	...	...	2	...	M. M. Hodgins	...	49
50	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	1	14,460	...	...	2	...	2	...	S. M. Henderson	...	50
a	...	...	...	...	...	...	1	70,000	...	...	...	...	...	...	...	...	...	...	1	6,000	...	...	...	...	Elizabeth A. Roblin	...	a
51	...	2	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	70,000	W. C. Noel	5	51
52	...	8	...	...	8	...	2	...	...	...	1	1	1	250,000	...	...	...	...	...	...	...	...	...	...	E. L. Walkup	10	52
53	...	3	...	...	3	47,960	...	...	2	13,241	2	5	1	8,135	...	...	...	...	...	...	...	...	2	4,851	Daniel M. Davis	3	53
54	1	2	4	...	7	...	...	...	...	...	3	13	2	...	...	...	1	...	...	...	...	...	3	...	Mary Williams	...	54
1	...	8	...	...	8	107,000	...	...	...	...	1	6	...	...	...	...	1	...	...	...	1	...	4	...	E. J. Rood	8	1
2	...	4	...	...	4	37,000	...	...	...	...	4	4	...	...	...	...	...	...	...	...	1	...	...	...	James J. Crossett	4	2
3	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...	Fred J. Prow	...	3
4	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	1	...	6	...	J. C. Moynihan	...	4
5	...	1	...	...	1	[1]11,687	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	2	2,500	E. A. Brunoehler	3	5
6	2	2	2	...	6	26,452	1	18,000	...	...	1	4	...	...	1	...	...	...	1	5,247	2	...	4	...	Donald Dushane	8	6
7	...	...	4	...	4	14,258	...	...	2	1,364	2	3	...	...	...	...	...	...	...	...	...	...	4	474	Nolan C. Craver	...	7
8	...	10	...	7	17	346,819	...	...	6	43,003	2	5	1	...	1	...	...	...	2	...	1	...	21	...	F. V. Merriman	...	8
9	...	...	...	...	...	...	...	...	...	...	1	4	...	...	2	...	...	...	...	...	1	...	10	...	M. D. Weldy	...	9
10	...	12	...	...	12	217,872	...	...	15	6,900	6	6	...	...	...	...	1	20,053	...	...	4	141,160	14	45,000	G. G. Eppley	...	10
11	...	15	...	...	15	163,313	...	...	...	...	...	8	...	...	...	...	1	...	...	...	2	...	56	...	Carrie A. Snively	...	11
a	...	...	...	...	...	...	...	...	1	19,575	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Edgar J. Unthank	...	a
12	...	4	...	...	4	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	1	...	...	...	Mrs. Esther Thomas Lehman	...	12
13	...	12	...	6	18	[1]135,000	...	...	...	...	1	10	4	61,000	...	...	...	...	...	...	...	...	18	17,500	Charles W. Clark	...	13
14	...	42	...	...	42	434,481	8	179,556	...	...	...	22	2	271,412	2	30,880	4	149,883	...	...	5	757,181	77	207,900	David B. Kilgore	...	14
15	...	2	...	...	2	48,750	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	2	400	Wilmer T. Fox	...	15
16	...	1	...	...	1	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	3	...	W. C. Amann	...	16
17	...	...	...	...	...	...	...	...	...	...	...	6	1	115,000	...	...	...	...	...	...	1	...	19	...	Milton Wolfard	8	17
18	...	8	...	...	8	[1]32,777	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mabel Foor	...	18
a	...	1	...	...	1	2,626	1	28,748	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	William A. Goering	...	a
19	...	...	4	...	4	15,000	1	...	...	...	...	1	...	...	...	...	...	...	...	...	1	2,300	...	...	Carl F. Barney	...	19
20	...	7	...	...	7	...	...	...	6	...	...	6	1	...	...	...	...	...	...	...	...	...	3	...	M. C. Murray	...	20
21	...	7	...	...	7	73,900	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	6	7,000	F. M. Steele and H. A. Moran	...	21
22	...	7	...	...	7	39,083	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	5	...	Mrs. Frankie Zenor Seabrook	...	22
23	...	2	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ernest L. Guyer	...	23
24	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	...	...	J. H. Walker	...	24
25	1	...	...	...	1	...	...	...	1	40,000	1	2	...	...	...	...	...	...	...	...	...	...	2	...	J. H. Mitchener	...	25
26	...	...	...	9	9	[1]28,364	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	L. H. Lyboult	8	26
a	...	...	...	...	...	...	...	...	1	3,416	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Julia Wrenn Partner	...	a
27	...	1	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	N. J. Lasher	...	27
28	...	2	...	...	2	67,590	...	...	...	...	1	6	1	...	...	...	...	...	...	...	1	...	3	...	J. R. Batchelor	...	28
29	...	18	...	21	39	259,000	...	...	12	24,400	1	11	...	...	1	...	1	...	1	...	...	...	26	32,511	E. H. Burnham	...	29
30	1	...	...	...	1	...	1	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	1	...	Jesse G. Dorsey	...	30
31	...	1	...	...	1	14,400	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Ross M. Gregory	...	31
32	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	1	...	...	...	2	...	1	...	A. J. Carbon	...	32
33	...	...	...	...	...	...	...	...	1	40,000	...	1	...	...	...	...	...	...	1	1,000	...	...	3	...	W. C. Mills	6	33
34	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	...	...	Elmer B. Funk	...	34
35	...	5	...	...	5	37,500	1	200,000	...	...	1	5	1	...	...	...	...	...	1	...	...	...	8	...	John Sharp	...	35
1	...	1	...	...	1	2,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	F. L. Mahannah	...	1
a	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1	...	...	...	...	...	...	...	3	...	W. K. Voorhees	...	a

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	IOWA—Cont.														
2	Cedar Rapids	56,000	Playground Commission	23	19	2	10	15	800.00	4,000.00	8,400.00	800.00	9,200.00	14,000.00	M	2
			Department of Parks and Public Property						9,000.00					21,900.00	M	a
3	Centerville	9,000	Kiwanis Club							384.00		469.00	469.00	853.00	P	3
4	Clinton	26,500	Park Board	1	2				157,750.00	5,780.00	1,590.00	5,590.78	7,180.78	170,710.78	M	4
5	Corydon	1,768	Park Commission											1,050.00	M&P	5
6	Council Bluffs	42,048	Board of Park Commissioners											12,869.75	M	6
7	Creston	10,000	Park Commission							500.00		500.00	500.00	1,000.00	M	7
8	Davenport	65,000	Grounds and Building Committee, City Council	10	18					3,945.00	6,000.00	5,055.00	11,055.00	15,000.00	M	8
			Board of Park Commissioners						1,700.00	157.14		11,780.60	11,780.60	13,637.74	M&P	a
9	Des Moines	146,000	Playground and Recreation Commission	25	36	3								23,089.18	M	9
			Department of Parks and Public Property											36,067.91	M	a
10	Dubuque	42,360	Playground and Recreation Commission	11	14	3				8,576.79	12,142.27		12,142.27	20,719.06	M&P	10
11	Fort Dodge	21,860	Board of Education	9	20					200.00	3,000.00		3,000.00	3,200.00	M	11
12	Grinnell	6,000	Social Service League		5					41.00	180.00		180.00	221.00	P	12
			Grinnell College	1							400.00		400.00	600.00	P	a
13	Marion	4,532	Marion Post No. 298, American Legion											800.00	P	13
14	Marshalltown	19,000	Parent Teacher Council		1			4		10.00	310.00		310.00	320.00	P	14
15	Muscatine	16,500	Park Committee						700.80	360.00		490.00	490.00	1,550.80	M	15
16	Ottumwa	28,000	Park Board						28,231.31	1,651.46		4,120.61	4,120.61	34,003.38	M	16
			Y. M. C. A.	2			42			700.00	800.00		800.00	1,500.00	P	a
17	Rockwell City	2,500	Park Commission							50.00		250.00	250.00	300.00	M	17
18	Sioux City	80,000	Department of Recreation, Board of Education	51	30	1				3,000.00	10,000.00	5,000.00	15,000.00	18,000.00	M	18
19	Storm Lake	4,160	City of Storm Lake	1	1						300.00		300.00	300.00	M&P	19
20	Waterloo	46,000	Playground Commission	4	3	1	3	1	337.00	2,288.00	4,550.00	225.00	4,775.00	7,400.00	M	20
	KANSAS															
1	Caldwell	2,094	Public Utilities Commission	2	1											1
2	Coffeyville	21,525	Public Schools	2	1						630.00	70.00	700.00	700.00	M	2
3	Coldwater	1,042	City of Coldwater											750.00	M	3
4	Dodge City	10,031	Swimming Pool Commission												M	4
5	Eldorado	10,000	Board of Education	2	1					25.00	700.00		700.00	725.00	M	5
6	Goodland	3,800	Recreation Committee	1	2			2								6
7	Herington	5,000	City of Herington	1			2			500.00	150.00		150.00	650.00	M	7
8	Independence	13,000	Park Board	1					700.00					1,200.00	M	8
9	Junction City	7,000	Board of Education and Playground Commission	1	1						500.00		500.00	500.00	M	9
10	Manhattan	11,000	City of Manhattan											2,400.00	M&P	10
11	Ottawa	10,000	City of Ottawa and Service Clubs	2										3,000.00	M&P	11
12	Parsons	16,500	Board of Education	4	6					200.00			3,500.00	3,700.00	M	12
13	Pittsburg	18,000	Park Department	2						250.00		6,400.00	6,400.00	6,650.00	M	13
14	Salina	21,000	Y. M. C. A.	3										3,950.00	P	14
15	Smith Centre	1,600	Community Park Trustees											1,800.00	P	15
16	Topeka	75,000	Board of Education	23	27			6		1,055.50	9,866.25		9,866.25	10,921.75	M	16
17	Wichita	120,000	Board of Park Commissioners	6	3			26						29,815.19	M	17
	KENTUCKY															
1	Lexington	65,000	Civic League	13	10	3				4,085.80	6,635.78		6,635.78	10,721.58	M&P	1
			Community Service League[18]	2	6	1				239.00	2,995.00		2,995.00	3,234.00	P	a
2	Louisville	340,000	Recreation Division, Department of Public Welfare	47	51	9					29,626.79		29,626.79	¤113,348.10	M	2
3	Newport	30,000	Playground Committee, Community Service		10					38.70	1,605.00		1,605.00	1,643.70	M&P	3
4	Owensboro	25,000	Recreational Association	7	1			28		84.93	1,675.48		1,675.48	1,760.41	M&P	4
5	Paducah	35,000	Board of Park Commissioners	1	1					1,200.00	1,530.00		1,530.00	2,730.00	M	5
6	Russell	4,700	Boys' Work Committee, Y. M. C. A.	2	1				700.00		750.00	250.00	1,000.00	1,700.00	P	6
	LOUISIANA															
1	Alexandria	25,000	Civic League of America	1	1	1	2	4			2,100.00		2,100.00	9,700.00	M&P	1
			Peabody Public High School[18]		1											a
2	Baton Rouge	45,000	Department of Streets and Parks	1						3,600.00	1,200.00		1,200.00	4,800.00	M	2
3	Donaldsville	3,750	Improved Order of Red Men	1	1				12,000.00	350.00		120.00	120.00	12,470.00	P	3
4	Lafayette	14,622	Department of Public Property				1	1							M	4
5	Lake Charles	23,000	Woodbury Community Center[18]				2	4						1,400.00	P	5
6	Monroe	26,002	Recreation Department		4	1		15		250.00	1,750.00		1,750.00	2,000.00	M	6
7	New Orleans	458,762	Playground Community Service	7	23	25				9,248.22	21,138.12	4,680.00	25,818.12	35,066.34	M&P	7
			Public School Athletic League	3	2						4,500.00		4,500.00	4,500.00	M	a
			City Park Commission											23,775.00	M	b
			Sylvania F. Williams Community Center[18]	1			2	2							P	c
8	Shreveport	84,000	Park Board	18	17	6					6,358.94		6,358.94	28,530.09	M	8
	MAINE															
1	Auburn	20,000	Y. M. C. A.	2	2					75.00	312.00		312.00	387.00	M&P	1
2	Augusta	18,000	Park Department	2	1		2	1		500.00	800.00	100.00	900.00	1,400.00	M&P	2
3	Bangor	28,749	Chamber of Commerce	7	3				400.00	500.00	1,500.00	500.00	2,000.00	2,900.00	M&P	3
4	Belfast	4,980	Planning Board and Park Commission		1						250.00	100.00	350.00	350.00	M&P	4
5	Derby	325	Improvement Society		1		2	3		50.00	200.00		200.00	250.00	P	5
6	Portland	75,000	Recreation Commission	2	22	1				7,006.45	5,550.45	1,300.63	6,851.08	13,857.53	M	6

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Recreation Buildings: Number	Total Yearly or Seasonal Attendance ••	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
2	...	7	...	4	11	110,000	...	.....	...	.....	3	5	...	.....	...	.....	...	.....	...	.....	...	.....	15	3,000	Willard L. Hayes.....	...	2
a	...	...	...	...	...	.....	...	.....	...	.....	...	3	1	.....	1	10,000	...	.....	...	.....	...	.....	1	.....	Ed. Stefan.....	...	a
3	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	8,000	...	.....	Russell D. Buss.....	...	3
4	...	3	...	...	3	99,875	2	.....	...	.....	2	8	...	.....	...	.....	...	.....	...	.....	1	58,707	6	.....	L. P. Hannaher.....	...	4
5	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	.....	...	.....	...	.....	1	.....	2	.....	Tedford W. Miles.....	...	5
6	...	...	...	...	...	.....	...	.....	...	.....	...	1	1	37,431	...	.....	1	19,816	...	.....	...	.....	...	.....	P. E. Minner.....	...	6
7	...	...	...	...	...	.....	...	.....	...	.....	...	2	2	20,000	...	.....	...	.....	...	.....	...	.....	...	.....	Charles Glathly.....	...	7
8	...	9	...	...	9	125,929	...	.....	...	.....	...	9	...	.....	...	.....	...	.....	...	.....	1	67,158	7	.....	O. E. Johnson.....	...	8
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	14,344	1	23,940	1	44,468	...	.....	...	.....	3	7,633	C. O. E. Boehm.....	...	a
9	...	15	...	6	21	233,390	...	.....	5	1,962	...	11	...	.....	...	.....	...	.....	2	.....	1	.....	35	.....	Margaret A. McKee....	...	9
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	2	144,964	...	.....	1	33,682	...	.....	Helen Richter.....	...	a
10	...	11	...	...	11	98,598	...	.....	2	964	...	6	1	112,160	...	.....	...	.....	...	.....	...	.....	3	.....	Bernard M. Joy.....	21	10
11	...	10	...	3	13	46,500	3	5,000	10	45,000	10	10	3	5,000	...	.....	...	.....	3	2,000	3	6,000	2	500	John M. Bice.....	31	11
12	...	4	...	...	4	.....	...	.....	...	.....	1	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	John C. Lincoln.....	...	12
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	1	.....	...	.....	...	.....	John C. Truesdale.....	...	a
13	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Z. N. Lundy.....	...	13
14	...	4	...	...	4	[12]12,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. George Sheely.....	...	14
15	...	...	...	...	...	.....	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	1	1,500	...	.....	F. E. Tewkesbury.....	...	15
16	...	...	...	...	...	.....	...	.....	...	.....	1	10	...	.....	...	.....	...	.....	...	.....	1	52,298	...	.....	Mayer L. Manning.....	...	16
a	...	1	...	...	1	72,820	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	E. J. Eigenmann.....	1	a
17	...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	1	.....	C. O. Dixon.....	...	17
18	6	25	...	...	31	512,000	...	.....	8	.....	1	1	...	.....	...	.....	...	.....	...	.....	3	.....	20	.....	C. R. Northup.....	25	18
19	...	1	...	...	1	.....	...	.....	...	.....	1	...	1	.....	...	.....	...	.....	...	.....	...	.....	1	.....	G. S. Robinson.....	...	19
20	...	6	...	...	6	96,000	...	.....	1	17,300	...	6	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Victor A. Read.....	38	20
1	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	1	.....	...	.....	...	.....	1	.....	2	.....	F .M. Snowden.....	...	1
2	...	...	...	...	...	.....	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. I. Decker.....	...	2
3	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	William G. Case.....	...	3
4	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	E. C. Hathaway.....	...	4
5	...	4	...	...	4	.....	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Charlotte Byrum.....	...	5
6	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	W. A. Munday.....	...	6
7	...	1	...	...	1	5,000	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	1	5,000	3	.....	Ralph Longbine.....	...	7
8	...	1	...	...	1	.....	...	.....	1	.....	2	4	1	.....	...	.....	...	.....	...	.....	1	.....	16	.....	C. H. Kerr.....	...	8
9	...	1	...	...	1	.....	...	.....	2	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	J. H. Friend.....	2	9
10	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	60,000	...	.....	Charles H. Lantz.....	...	10
11	...	...	...	...	...	.....	...	.....	2	.....	...	3	...	.....	...	.....	1	.....	1	.....	2	.....	7	.....	C. A. Novak.....	4	11
12	...	5	...	...	5	[12]20,000	...	.....	...	.....	3	4	...	.....	1	.....	...	.....	1	.....	...	.....	7	.....	C. J. Mills.....	...	12
13	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	13,000	...	.....	...	.....	...	.....	6	.....	R. M. Collins.....	...	13
14	...	6	...	...	6	.....	...	.....	...	.....	5	5	...	.....	...	.....	...	.....	1	.....	1	.....	...	.....	Charles Atkinson.....	...	14
15	...	...	...	...	...	.....	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	...	.....	1	.....	S. C. Stevens.....	...	15
16	...	21	...	...	21	281,141	...	.....	...	.....	...	7	...	.....	...	.....	...	.....	...	.....	4	.....	37	.....	L. P. Dittemore.....	...	16
17	4	14	...	...	18	.....	...	.....	...	.....	...	5	1	98,750	...	.....	1	59,468	...	.....	4	79,400	12	47,978	Alfred MacDonald.....	18	17
1	...	7	...	3	10	222,033	...	.....	2	25,427	...	3	...	.....	...	.....	...	.....	1	.....	...	.....	12	.....	Anna S. Pherigo.....	26	1
a	...	4	...	...	4	130,000	2	.....	...	.....	...	1	...	.....	1	.....	...	.....	...	.....	...	.....	3	.....	T. E. Brown.....	...	a
2	...	21	...	16	37	911,002	2	34,006	8	29,237	...	33	...	.....	1	.....	2	.....	1	.....	2	.....	66	.....	Dorothea Nelson.....	...	2
3	...	9	...	...	9	[13]43,400	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. Edward C. Wendt.	...	3
4	...	5	...	...	5	72,671	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	7	.....	J. L. Foust.....	5	4
5	...	2	...	...	2	.....	...	.....	...	.....	1	1	...	.....	1	.....	...	.....	...	.....	...	.....	4	.....	H. S. Wells.....	6	5
6	1	...	...	...	1	25,096	...	.....	1	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	5	.....	W. W. Tenney.....	9	6
1	...	3	...	...	3	43,800	...	.....	...	.....	3	2	...	.....	2	7,500	...	.....	...	.....	1	12,000	4	3,650	W. E. Brown.....	5	1
a	...	...	1	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	W. E. Brown and J. B. Lafargue	...	a
2	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	14,000	...	.....	...	.....	1	.....	8	.....	M. B. Scobell.....	...	2
3	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	6,000	...	.....	H. F. Vulliamy.....	...	3
4	...	...	...	...	...	.....	...	.....	...	.....	3	2	...	.....	1	2,000	...	.....	...	.....	1	7,000	15	3,000	F. V. Mouton.....	...	4
5	1	...	...	...	1	50,000	...	.....	1	30,000	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	2,400	W. S. Thomas.....	4	5
6	3	...	...	...	3	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Lucyle Godwin.....	...	6
7	17	...	...	...	17	754,776	1	44,995	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	5	129,358	...	.....	L. di Benedetto.....	...	7
a	...	...	...	...	...	.....	...	.....	2	.....	1	...	...	.....	...	.....	...	.....	1	22,000	1	16,000	...	.....	Frank J. Beier.....	...	a
b	...	...	...	...	...	.....	...	.....	...	.....	...	9	...	.....	1	.....	1	.....	...	.....	1	45,000	24	12,000	George E. Vinnedge....	40	b
c	1	...	...	...	1	.....	...	.....	1	2,000	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mildred Towle.....	...	c
8	...	...	...	13	13	236,846	1	400	...	.....	5	3	...	.....	1	17,187	...	.....	...	.....	1	15,391	21	22,680	Grover C. Thames.....	...	8
1	...	2	...	...	2	4,500	...	.....	1	.....	2	2	...	.....	...	.....	...	.....	1	.....	...	.....	...	.....	Clarence C. Yocom.....	...	1
2	...	2	...	...	2	28,502	2	25,397	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Robert A. Cony.....	...	2
3	...	2	...	...	2	10,800	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	6,000	...	.....	Dr. E. E. Patten.....	7	3
4	...	1	...	...	1	1,800	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Lynwood B. Thompson and H. D. Eckler....	2	4
5	...	1	...	...	1	[12]2,880	...	.....	...	.....	1	1	2	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Mrs. Frank B. Crandall	1	5
6	...	12	...	...	12	[11]80,000	...	.....	...	.....	8	8	1	.....	...	.....	...	.....	...	.....	...	.....	8	.....	Granville R. Lee.....	...	6

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total		
	MAINE—Cont.														
7	Rumford	10,340	Park Commission	1	1	....	1	2	300.00	2,200.00	300.00	200.00	500.00	3,000.00	M	7
8	Sanford	13,000	Playground Committee	1	1	....	....	....	....	150.00	....	....	550.00	700.00	M	8
9	Waterville	16,000	Park Commission	4	3	....	1	2	....	1,972.47	526 00	....	526.00	2,498.47	M	9
10	Westbrook	11,000	Community Association	2	....	1	9	4	....	3,015.91	3,500.00	409.04	3,909.04	6,924.95	P	10
	MARYLAND															
1	Baltimore	804,874	Playground Athletic League	185	393	99	....	....	....	58,943.98	....	....	176,003.49	234,947.47	MS&P	1
			Board of Park Commissioners	....	....	....	....	....	62,370.87	....	....	....	....	275,740.32	M	a
2	Frederick	15,000	Playground Commission	4	5	....	....	....	....	2,797.96	976.02	1,360.70	2,336.72	5,134.68	M&P	2
3	Salisbury	10,680	Athletic Association	4	2	....	....	....	320.00	250.00	1,800.00	....	1,800.00	2,370.00	M&P	3
	MASSACHUSETTS															
1	Amesbury	10,000	Park Commissioners	....	4	....	....	....	....	260.00	720.00	....	720.00	980.00	M	1
2	Andover	9,965	Andover Guild	3	4	1	14	19	700.00	900.00	2,400.00	1,000.00	3,400.00	5,000.00	P	2
3	Arlington	36,000	School Department	5	5	....	....	....	....	472.15	1,768.90	....	1,768.90	2,241.05	M	3
4	Athol	10,950	Recreation Commission	6	5	....	....	....	....	....	....	....	....	3,000.00	M	4
5	Attleboro	21,776	Horton Field Committee	2	....	....	....	....	....	1,000.00	500.00	1,000.00	1,500.00	2,500.00	M&P	5
6	Belmont	20,170	Playground Department	12	7	....	....	....	2,950.00	5,050.00	3,090.00	2,900.00	5,990.00	13,990.00	M	6
7	Beverly	25,000	Playground Division, Public Works Department	6	9	....	....	....	....	4,500.00	1,800.00	....	1,800.00	6,300.00	M	7
8	Boston	781,188	Department of Extended Use, Public Schools	75	150	....	5	10	....	25,000.00	20,000.00	30,000.00	50,000.00	75,000.00	M	8
			Department of Physical Education, School Committee	128	736	4	....	....	....	23,500.00	....	....	118,150.91	141,650.91	M	a
			Board of Park Commissioners	25	....	15	....	....	660,750.00	90,534.41	35,253.27	553,714.01	588,967.28	1,340,251.69	M	b
			Community Service, Inc.[22]	4	7	8	....	....	....	6,934.13	12,147.73	4,481.00	16,628.73	23,562.86	P	c
9	Braintree	17,000	Park Commission	1	3	....	....	....	1,300.00	140.00	760.00	4,916.00	5,676.00	7,116.00	M&P	9
10	Brockton	63,695	Playground Commission	8	12	....	....	....	....	4,602.54	5,022.40	1,201.82	6,224.22	10,826.76	M	10
11	Brookline	49,000	Playground Department	9	13	6	....	....	....	....	....	....	....	50,000.00	M	11
12	Cambridge	125,000	Board of Park Commissioners	42	27	7	....	....	....	9,714.35	39,194.91	....	39,194.91	48,909.26	M	12
13	Chelsea	44,827	Park Department	4	12	....	....	....	....	....	....	....	....	5,000.00	M	13
14	Chicopee	45,000	Park and Playground Commission	19	16	....	....	....	6,500.00	3,800.00	5,400.00	9,800.00	15,200.00	25,500.00	M	14
15	Clinton	12,795	Playground and Recreation Commission	6	4	....	....	....	1,260.90	712.60	1,876.50	350.00	2,226.50	4,200.00	M	15
16	Dalton	4,224	Community Recreation Association	2	7	3	18	19	....	6,713.95	4,738.27	3,557.73	8,296.00	15,009.95	M&P	16
17	Dedham	15,000	Community Association, Inc	....	2	1	....	....	....	....	....	....	....	6,000.00	P	17
18	Easthampton	12,000	Recreation Commission	4	8	....	....	....	....	900.00	1,500.00	....	1,500.00	2,400.00	M	18
19	East Walpole	1,500	Francis William Park, Playground Committee	1	1	....	....	....	....	151.27	350.00	221.00	571.00	722.27	P	19
20	Everett	48,000	Playground Commission	2	4	....	....	....	....	4,856.00	700.00	700.00	1,400.00	6,256.00	M	20
21	Fairhaven	12,000	Park Commission	2	2	....	....	....	150.00	....	651.00	....	651.00	1,150.00	M&P	21
22	Fall River	115,000	Board of Park and Recreation Commissioners	4	10	14	....	....	....	6,327.63	19,801.51	1,893.00	21,694.51	28,022.14	M	22
23	Fitchburg	42,000	Park Commission	10	10	....	....	....	1,833.69	1,040.59	3,883.30	4,432.82	8,316.12	11,190.40	M	23
24	Framingham	22,099	Park Department	6	8	....	....	1	2,500.00	2,320.00	1,600.00	1,080.00	2,680.00	7,500.00	M	24
			Civic League	2	2	1	1	12	....	5,519.43	5,224.97	4,166.07	9,391.04	14,910.47	P	a
25	Gardner	18,000	Park Department	3	3	....	....	....	9,449.04	1,927.82	1,262.36	2,425.06	3,687.42	15,064.28	M	25
26	Greenfield	15,000	Recreation and Playground Commission	7	14	....	....	....	....	....	2,182.20	3,300.00	5,482.20	5,482.20	M	26
27	Hamilton-Wenham	3,000	Community Service	2	....	1	....	....	....	955.00	1,900.00	....	1,900.00	2,855.00	P	27
28	Haverhill	49,282	Playground Department	5	6	....	....	....	....	5,054.91	1,962.76	6,967.85	8,930.61	13,985.52	M	28
29	Hingham	6,000	Town Playground Committee	....	1	....	....	....	....	800.00	320.00	....	320.00	1,120.00	M	29
30	Holyoke	56,496	Parks and Recreation Commission	20	48	1	....	....	3,300.00	19,040.19	2,291.00	9,709.00	12,000.00	34,340.19	M	30
31	Lawrence	95,000	Department of Public Properties	12	10	1	....	....	....	3,860.52	3,700.00	14,240.20	17,800.72	21,800.72	M	31
32	Leominster	22,500	Playground Commission	3	5	....	....	....	....	....	....	....	....	3,000.00	M	32
33	Lexington	9,500	Park Department	2	3	....	....	....	....	3,072.03	1,080.00	....	1,080.00	4,152.03	M	33
34	Lowell	100,230	Board of Park Commissioners	4	7	....	....	....	9,301.26	4,651.06	1,728.90	29,913.96	31,642.86	45,595.18	M	34
35	Ludlow	8,000	Athletic and Recreation Association	3	4	1	....	....	....	1,200.00	2,540.00	2,000.00	4,540.00	5,740.00	M&P	35
36	Lynn	105,000	Park Commission	24	22	....	....	....	96,200.00	16,043.46	15,980.00	4,000.00	19,980.00	132,223.46	M	36
37	Malden	58,143	Park Department	15	12	....	....	....	....	....	....	....	....	4,450.00	M	37
38	Marlborough	16,900	Community Service, Inc	2	10	....	10	....	....	320.56	1,003.00	....	1,003.00	1,323.56	M&P	38
39	Medford	59,239	Park Commission	13	16	....	....	....	....	987.23	4,468.50	23.85	4,492.35	5,479.58	M	39
40	Melrose	23,500	Park Commission	1	....	1	....	....	1,200.00	3,200.00	3,050.00	1,850.00	4,900.00	9,300.00	M	40
41	Milton	16,397	Park Department	2	3	....	....	....	....	....	830.00	....	830.00	1,011.29	M	41
			Cunningham Park	2	3	2	....	....	....	....	....	....	....	....	P	a
42	Natick	13,500	School Department	3	12	....	....	....	....	650.00	800.00	....	800.00	1,450.00	M	42
43	New Bedford	112,804	School Department	1	1	....	....	....	....	....	852.50	....	852.50	852.50	M	43
			Park Department and Bathing Beach Committee	....	....	....	....	....	....	....	....	....	....	14,000.00	M	a
44	Newburyport	15,500	Parks and Playgrounds Committee, City Council	3	2	....	....	....	300.00	306.00	975.00	....	975.00	1,581.00	M&P	44
45	Newton	65,295	Playground Commission	43	45	....	....	....	16,900.00	134,936.40	29,150.00	5,388.00	34,538.00	186,374.40	M	45
46	Northampton	24,350	Frank Newhall Look Memorial Park Trustee	9	4	1	1	1	12,031.37	2,612.92	3,880.00	5,680.00	9,560.00	24,204.29	P	46
			City of Northampton	....	....	....	....	....	16,729.00	....	....	....	....	21,249.49	M	a
47	North Attleboro and Attleboro Falls	12,000	Playground Committees	2	3	....	....	....	300.00	350.00	1,000.00	150.00	1,150.00	1,800.00	P	47
48	Norwood	15,000	Municipal Recreation Committee	9	6	....	....	....	63,500.00	875.00	2,600.00	....	2,600.00	66,975.00	M	48
49	Orange	5,365	Town of Orange	....	1	....	....	....	....	....	....	....	....	900.00	M	49
50	Peabody	20,000	Playground Commission	8	11	....	....	....	360.00	4,000.00	2,647.00	....	2,647.00	7,007.00	M	50
51	Pittsfield	50,000	Park Commission	12	16	....	....	....	4,000.00	700.00	3,800.00	....	3,800.00	8,500.00	M	51
52	Plymouth	13,500	Park Commission	....	1	....	....	....	....	....	....	....	....	6,500.00	M	52
53	Quincy	64,000	Park Board	14	14	....	....	....	....	....	....	....	....	8,000.00	M	53
54	Rockland	8,000	School Department	1	1	....	....	....	....	60.00	280.00	160.00	440.00	500.00	P	54
55	Salem	45,000	Park Department	19	24	....	320	200	517.15	2,625.24	6,455.63	2,248.95	8,704.58	11,846.97	M	55

RECREATION STATISTICS FOR 1930

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Recreation Buildings: Number	Total Yearly or Seasonal Attendance ••	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
7	...	1	...	1	2	.....	...	.....	1	.....	2	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Charles A. Mixer	...	7
8	...	1	...	...	1	3,600	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Harry Stott	1	8
9	...	2	...	...	2	21,330	...	.....	...	.....	1	1	...	.....	[3]1	2,430	...	.....	...	.....	...	.....	1	1,296	J. Frank Goodrich	4	9
10	...	1	...	...	1	[1]11,000	...	.....	1	28,000	1	1	...	.....	...	.....	...	.....	...	.....	1	9,000	6	7,200	Paul F. Fraser	...	10
1	6	93	...	56	155	1,106,494	8	.....	173	[8]938,298	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	William Burdick, M.D.	322	1
a	...	...	...	...	...	.....	...	.....	...	.....	6	25	1	.....	2	.....	1	.....	...	.....	6	.....	104	.....	J. V. Kelly	...	a
2	...	7	...	...	7	20,000	...	.....	...	.....	4	4	...	.....	...	.....	...	.....	...	.....	1	.....	3	.....	Adrian L. McCardell	...	2
3	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	H. Milton Hearne	...	3
1	...	1	...	...	1	7,000	1	1,000	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	2	1,000	Emily E. Watkins	...	1
2	...	1	...	...	1	19,287	1	21,243	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	C. C. Kimball	...	2
3	...	5	...	...	5	.....	...	.....	...	.....	2	4	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Chester A. Moody	...	3
4	...	5	...	...	5	25,197	...	.....	...	.....	3	2	1	.....	1	.....	...	.....	...	.....	2	7,117	3	.....	A. MacMaster	...	4
5	...	2	...	...	2	110,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Walter M. Kendall	...	5
6	...	7	...	6	13	116,996	...	.....	...	.....	6	6	...	.....	...	.....	...	.....	...	.....	1	28,197	13	5,000	Lewis S. Harris	7	6
7	...	7	...	...	7	29,515	...	.....	...	.....	8	9	4	.....	...	.....	...	.....	...	.....	...	.....	...	.....	James H. FitzGibbons	...	7
8	...	...	...	...	...	.....	...	.....	13	500,000	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	James T. Mulroy	...	8
a	...	...	...	134	134	180,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Nathaniel J. Young	...	a
b	...	18	...	...	18	[1]356,000	...	.....	11	.....	4	160	9	.....	...	.....	1	.....	2	.....	...	.....	88	.....	Daniel J. Byrne	...	b
c	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	M. Olive Crowley	...	c
9	1	3	...	...	4	15,000	...	.....	...	.....	3	5	1	.....	...	.....	...	.....	...	.....	...	.....	4	.....	John N. Rodgers	15	9
10	...	10	...	...	10	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Abbie O. Delano	...	10
11	2	8	7	3	20	49,000	1	.....	3	.....	12	11	...	.....	...	.....	...	.....	1	.....	1	.....	4	.....	C. P. Cameron	14	11
12	5	6	...	5	16	.....	3	.....	8	57,125	6	6	2	.....	...	.....	...	.....	...	.....	...	.....	5	.....	Stephen H. Mahoney	17	12
13	...	7	...	...	7	165,399	...	.....	...	.....	3	3	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Arthur J. Cawlan	...	13
14	...	9	...	...	9	190,116	...	.....	...	.....	...	7	...	.....	...	.....	...	.....	...	.....	...	.....	8	.....	Arthur C. Tovey	9	14
15	...	4	...	...	4	10,000	...	.....	...	.....	1	4	3	51,000	...	.....	...	.....	...	.....	...	.....	...	.....	Ethel L. Wilder	6	15
16	...	3	...	...	3	39,845	1	54,994	...	.....	1	1	1	10,101	1	.....	...	.....	1	7,075	...	.....	3	1,588	W. J. Sandford, Jr.	5	16
17	1	...	...	...	1	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Mrs. Ada H. Pillsbury	...	17
18	...	3	...	...	3	[1]30,000	...	.....	...	.....	1	1	3	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Arnold Cleary	...	18
19	...	2	...	...	2	8,760	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	1	7,680	6	720	Welthea M. Smith	2	19
20	...	7	...	...	7	.....	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	F. A. Hutchings	7	20
21	...	3	...	...	3	.....	...	.....	...	.....	...	4	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Mrs. H. B. Dutton	...	21
22	...	...	...	9	9	228,585	...	.....	5	31,090	1	6	...	.....	...	.....	...	.....	...	.....	...	.....	13	.....	Howard Lothrop and Helen M. Leary	11	22
23	...	...	...	9	9	170,000	1	7,000	...	.....	5	9	...	.....	...	.....	...	.....	...	.....	2	8,000	1	4,000	Ruth Mary Donovan	...	23
24	...	4	...	...	4	12,000	...	.....	...	.....	3	4	3	.....	...	.....	...	.....	...	.....	3	.....	...	.....	Raymond J. Callahan	6	24
a	...	...	...	...	...	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	F. D. MacCormick	...	a
25	...	3	...	...	3	15,000	...	.....	...	.....	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	Thomas J. Gilhooly	...	25
26	...	12	...	...	12	60,270	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	H. L. Deane	12	26
27	...	...	...	...	...	.....	1	23,557	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Lawrence R. Stone	...	27
28	...	5	...	...	5	.....	...	.....	...	.....	...	4	...	.....	...	.....	...	.....	...	.....	...	.....	7	.....	F. James Caswell	10	28
29	...	1	...	...	1	[1]3,000	...	.....	...	.....	1	2	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Cornelia A. Ward	...	29
30	...	14	...	...	14	217,120	...	.....	...	.....	...	9	...	.....	...	.....	...	.....	2	[2][3]155,053	3	.....	2	.....	Mina F. Robb	14	30
31	...	8	...	...	8	.....	...	.....	...	.....	1	9	...	.....	...	.....	...	.....	...	.....	2	.....	8	.....	William V. Crawford	24	31
32	...	5	...	...	5	40,000	...	.....	...	.....	5	5	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Walter Deacon, Jr	...	32
33	...	2	...	...	2	.....	...	.....	...	.....	2	3	...	.....	...	.....	...	.....	...	.....	1	.....	7	.....	John J. Garrity	...	33
34	...	3	...	...	3	52,506	...	.....	1	8,000	3	14	1	.....	...	.....	...	.....	...	.....	2	.....	33	.....	John W. Kernan	15	34
35	...	3	1	...	4	.....	1	150,000	...	.....	2	3	1	35,000	...	.....	1	40,000	1	60,000	...	.....	2	.....	Fred J. Cummings	...	35
36	15	...	...	...	15	418,000	8	.....	...	.....	4	11	1	.....	...	.....	...	.....	...	.....	1	.....	10	.....	John Morrissey	...	36
37	...	8	...	...	8	.....	...	.....	...	.....	7	8	...	.....	...	.....	...	.....	...	.....	...	.....	21	.....	F. J. Walsh	10	37
38	...	5	...	...	5	10,000	...	.....	...	.....	5	5	1	.....	...	.....	...	.....	...	.....	...	.....	3	.....	Evan W. D. Merrill	...	38
39	...	13	...	...	13	.....	...	.....	...	.....	...	7	2	.....	...	.....	...	.....	...	.....	...	.....	2	.....	E. P. Adams	9	39
40	...	6	...	1	7	[1]31,269	...	.....	...	.....	...	3	1	.....	...	.....	...	.....	...	.....	...	.....	7	20,000	George W. Rogers	6	40
41	...	2	...	...	2	.....	...	.....	...	.....	2	4	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	John L. Kelly	...	41
a	1	...	...	...	1	.....	1	20,000	...	.....	1	2	1	.....	...	.....	...	.....	...	.....	1	19,000	5	.....	W. L. Caldwell	...	a
42	...	7	...	...	7	.....	...	.....	...	.....	4	5	2	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Charles J. Welch	...	42
43	...	...	...	...	...	.....	...	.....	1	750	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Viola C. Mansean	...	43
a	...	...	...	...	...	.....	...	.....	...	.....	...	8	1	105,000	...	.....	...	.....	...	.....	...	.....	20	30,000	E. B. Sherman	...	a
44	...	3	...	...	3	[1]6,000	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Moses E. Wright, Jr.	...	44
45	18	...	...	6	24	1,050,000	3	2,100	5	4,000	2	25	4	50,000	...	.....	...	.....	...	.....	...	.....	30	10,000	Ernst Hermann	24	45
46	...	1	...	...	1	60,000	...	.....	1	.....	1	3	...	.....	...	.....	...	.....	...	.....	1	27,433	6	1,400	M. Foss Narum	6	46
a	...	...	...	...	...	.....	...	.....	...	.....	...	2	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Horace C. Lafleur	...	a
47	...	2	...	...	2	[1]10,388	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	F. J. Carley	2	47
48	...	5	...	...	5	40,000	...	.....	...	.....	4	3	1	.....	...	.....	...	.....	...	.....	...	.....	10	.....	Mrs. H. B. K. Riemer	...	48
49	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	E. E. Lothrop	...	49
50	...	8	...	...	8	57,600	...	.....	...	.....	1	3	1	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Henry A. King	8	50
51	...	9	...	...	9	[1]66,500	...	.....	...	.....	...	10	2	68,000	...	.....	...	.....	...	.....	...	.....	...	.....	John T. Carmody and John M. Flynn	...	51
52	...	3	...	...	3	.....	...	.....	...	.....	3	1	4	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Myron L. Smith	4	52
53	...	12	...	...	12	[1]100,000	...	.....	...	.....	14	10	3	.....	...	.....	...	.....	...	.....	...	.....	8	.....	Franklin B. Mitchell	14	53
54	...	1	...	...	1	.....	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Victor L. McDonald	...	54
55	...	13	...	...	13	104,003	...	.....	...	.....	6	14	12	3,459	...	.....	...	.....	...	.....	1	.....	4	9,714	Oliver G. Pratt	...	55

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	Paid Workers Exclusive of Caretakers: No. of Women	Paid Workers Exclusive of Caretakers: No. Employed Full Time Year Round	Volunteer Workers: No. of Men	Volunteer Workers: No. of Women	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Expenditures Last Fiscal Year: Upkeep, Supplies and Incidentals	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Other Services	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: Total	Source of Financial Support†	No. of City
	MASS.—Cont.															
56	Somerville	103,604	Recreation Commission	30	29	1	....	....	.....	8,847.94	16,144.38	1,632.68	17,777.06	26,625.00	M	56
57	Southbridge	14,262	School Department	2	18	....	....	....	.....	509.64	.....	.....	1,079.50	1,589.14	M	57
58	Springfield	149,900	Department of Public Parks	35	33	2	....	....	12,052.62	14,430.45	33,277.69	40,500.06	73,777.75	100,260.82	M	58
59	Spencer	6,900	School Department	1	1	....	....	....	.....	.....	.....	.....	.....	.....	.....	59
60	Taunton	40,000	Playground Commission	12	20	....	....	....	2,200.00	2,300.00	7,000.00	.....	7,000.00	11,500.00	M	60
			Davol Playground Commission	1	2	....	....	....	.....	.....	.....	.....	.....	1,500.00	M	a
61	Wakefield	16,000	Recreation Commission	3	5	....	4	4	.....	.....	1,042.00	458.00	1,500.00	1,500.00	M	61
62	Waltham	38,000	Recreation Department	18	26	....	....	....	.....	7,100.00	15,900.00	.....	15,900.00	23,000.00	M	62
63	Watertown	34,860	Playground Commission	10	10	....	....	....	.....	2,500.00	4,800.00	.....	4,800.00	7,300.00	M	63
64	Webster	14,000	School Department	6	5	....	....	....	.....	600.00	1,630.00	210.00	1,840.00	2,440.00	M	64
65	Wellesley	12,000	School Department	....	6	....	....	....	.....	37.78	1,055.00	.....	1,055.00	1,092.78	M	65
66	Westport Point	500	Methodist Church	.....	.....	.....	1	2	.....	120.00	.....	.....	.....	120.00	P	66
67	West Springfield	16,200	Playground Commission	5	4	....	....	....	1,000.00	490.00	1,850.00	100.00	1,950.00	3,440.00	M	67
68	Woburn	17,000	Playground Department and Social Welfare League	6	7	....	....	....	.....	1,763.63	1,556.75	.....	1,556.75	3,320.38	M&P	68
69	Worcester	197,000	Parks and Recreation Commission	19	50	....	....	....	14,508.33	14,404.20	12,780.46	27,282.16	40,062.62	68,975.15	M	69
	MICHIGAN															
1	Albion	8,463	Community Recreation Association	3	8	1	28	....	.....	[illegible]920.00	3,200.00	500.00	3,700.00	4,620.00	M&P	1
2	Ann Arbor	28,850	Board of Education	13	7	....	....	....	6,339.00	2,009.00	5,678.00	7,600.00	13,278.00	21,626.00	M	2
3	Battle Creek	43,301	City of Battle Creek and Civic Recreational Association	19	4	1	....	....	6,000.00	.....	6,800.00	1,800.00	8,600.00	14,600.00	M&P	3
			Board of Education	5	8	....	....	....	.....	265.44	3,426.57	.....	3,426.57	3,692.01	M	a
4	Bay City	47,350	City Commission	1	....	....	....	....	.....	2,600.00	400.00	1,500.00	1,900.00	4,500.00	M	4
5	Benton Harbor	15,416	Department of Public Property	....	1	....	....	....	1,250.00	831.63	500.00	1,200.00	1,700.00	3,781.63	M	5
6	Birmingham	9,527	Village of Birmingham and Board of Education	2	1	....	....	....	.....	.....	800.00	600.00	1,400.00	1,400.00	M	6
7	Bloomfield Township	15,000	Park Commission	6	....	1	....	....	20,000.00	.....	2,000.00	5,500.00	7,500.00	27,500.00	M	7
8	Caspian	1,900	Community Center	1	1	2	15	20	.....	.....	.....	.....	.....	8,000.00	P	8
9	Coldwater	7,000	City Schools	1	....	....	1	1	.....	50.00	440.00	20.00	460.00	510.00	M	9
10	Dearborn	50,500	Recreation Department	14	5	1	....	....	2,384.00	2,945.00	5,065.00	4,046.00	9,111.00	14,440.00	M	10
			Fordson School District	13	5	....	....	....	.....	445.52	4,712.00	.....	4,712.00	5,157.52	M	a
11	Detroit	1,568,000	Department of Recreation	214	253	100	....	....	503,580.53	145,155.61	361,261.35	231,839.55	593,100.90	1,241,837.04	M	11
			Departm't of Parks and Boulevards	8	....	2	....	....	31,000.00	74,000.00	15,960.00	276,800.00	292,760.00	397,760.00	M	a
12	Ferndale	21,000	Board of Education	12	7	....	....	....	.....	200.00	2,740.00	.....	2,740.00	2,940.00	M	12
13	Flint	150,000	Recreation and Park Board	33	11	6	2	2	29,271.00	8,358.00	19,687.00	40,188.00	59,875.00	97,504.00	M	13
			Community Music Association	3	1	3	....	....	.....	.....	11,600.00	1,920.00	13,520.00	13,520.00	P	a
14	Gladstone	5,000	Parent Teacher Association	2	1	....	....	....	.....	.....	.....	.....	.....	900.00	P	14
15	Grand Haven	8,218	Board of Recreation	5	....	....	....	....	.....	366.93	975.00	.....	975.00	1,341.93	M	15
16	Grand Rapids	168,000	City Park Department	28	20	....	....	....	26,243.00	27,091.00	9,500.00	50,445.00	59,945.00	113,279.00	M	16
			Board of Education	40	33	....	....	....	.....	235.00	8,060.00	5,270.00	13,330.00	13,565.00	M	a
17	Grosse Pointe Township[26]	28,000	Board of Education and City	7	4	....	....	....	12,500.00	400.00	2,209.00	3,300.00	5,509.00	18,409.00	M	17
18	Grosse Pointe Village	20,000	Neighborhood Club	2	3	2	....	2	4,463.00	663.50	7,200.00	2,775.00	9,975.00	15,101.50	P	18
19	Hamtramck	56,283	Department of Recreation, Board of Education	51	15	2	....	....	78.80	1,319.11	5,400.00	5,781.47	11,181.47	12,579.38	M	19
20	Highland Park	52,959	Recreation Commission	20	16	12	5	17	.....	6,220.00	24,500.00	5,260.00	29,760.00	35,980.00	M&P	20
21	Holland	19,000	Playground Commission	8	2	....	....	....	2,157.00	200.00	1,776.00	1,470.00	3,246.00	5,603.00	M	21
22	Ironwood	15,000	Public Schools	3	1	....	20	3	.....	1,000.00	2,000.00	.....	2,000.00	3,000.00	M	22
23	Jackson	54,870	Board of Education	9	7	....	....	....	12,000.00	364.24	2,704.00	1,081.00	3,785.00	16,149.24	M	23
			Board of Trustees, Ella Sharp Park	....	....	....	....	....	2,400.00	.....	.....	11,425.00	11,425.00	13,825.00	M&P	a
24	Kalamazoo	55,000	Department of Recreation	28	17	1	....	....	76,628.00	1,950.00	10,309.00	2,450.00	12,759.00	91,337.00	M&P	24
			Douglas Community Association Inc.[18]	1	1	1	....	....	.....	2,373.86	2,210.00	1,033.50	3,243.50	5,617.36	P	a
25	Lake Linden-Hubbell	4,000	Lions Club	1	....	....	....	....	.....	.....	200.00	.....	200.00	500.00	P	25
26	Lansing	90,000	Department of Recreation	60	20	2	97	13	53,121.00	6,475.00	16,100.00	3,000.00	19,100.00	78,696.00	M&P	26
27	Ludington	8,890	Public Schools	1	1	....	5	2	.....	1,000.000	500.00	.....	500.00	1,500.00	M	27
28	Manistee	8,500	Public Schools and City	1	1	....	3	3	.....	.....	.....	.....	.....	.....	M	28
29	Menominee	10,350	Board of Education	1	....	....	....	....	.....	.....	350.00	.....	350.00	350.00	M	29
30	Midland	9,000	Midland Community Center and Board of Education	2	4	....	10	10	.....	8,713.58	7,029.00	4,591.34	11,620.34	20,333.92	M&P	30
31	Monroe	18,000	Recreation Department, Board of Education	4	7	....	....	....	.....	200.00	2,200.00	200.00	2,400.00	2,600.00	M	31
32	Mount Clemens	15,000	City Commission	5	2	....	2	2	.....	350.00	3,300.00	.....	3,300.00	3,650.00	M	32
33	Muskegon	44,000	Playground Commission	8	6	....	....	....	17,943.00	1,103.00	2,758.00	4,099.00	6,857.00	25,903.00	M	33
34	Muskegon Heights	15,546	Board of Education and City	3	3	....	....	....	.....	100.00	1,000.00	.....	1,000.00	1,100.00	M	34
35	Niles	12,700	Public Schools	1	1	....	....	....	.....	.....	.....	.....	.....	2,300.00	M	35
36	Pontiac	65,000	Recreation Division, Department of Public Welfare	30	11	3	....	....	.....	.....	11,531.04	.....	11,531.04	‡34,349.92	M	36
37	River Rouge	17,336	Board of Education and City Commission	12	4	....	....	....	22,303.00	1,867.00	3,227.00	2,458.00	5,685.00	29,855.00	M	37
38	Royal Oak Township	23,000	Township Committee, Children's Fund of Michigan	5	3	....	....	....	.....	200.00	1,300.00	.....	1,300.00	1,500.00	M&P	38
			Board of Education	2	2	....	....	....	.....	160.15	900.00	24.00	924.00	1,084.15	M	a
39	Saginaw	80,640	Department of Recreation	12	18	1	8	16	175.00	.....	7,209.00	.....	7,209.00	28,166.00	M&P	39
40	Wakefield	4,000	City of Wakefield, Department of Public Affairs and School District	2	1	....	1	....	.....	.....	320.00	.....	320.00	6,873.80	M	40
41	Wayne	5,000	Board of Commerce and Service Clubs	1	1	....	....	....	.....	300.00	270.00	100.00	370.00	670.00	M&P	41
42	Wyandotte	28,346	Recreation Commission and City	7	5	....	....	....	2,500.00	2,156.00	2,600.00	1,634.00	4,234.00	8,890.00	M	42
43	Ypsilanti	10,000	Recreation Commission	11	5	....	....	....	2,360.00	500.00	3,600.00	200.00	3,800.00	6,660.00	M&P	43
	MINNESOTA															
1	Albert Lea	10,100	City of Albert Lea	....	1	....	....	....	600.00	650.00	150.00	400.00	550.00	1,800.00	M	1
2	Alexandria	3,800	Park Board and American Legion	1	1	....	....	....	11,000.00	500.00	450.00	600.00	1,050.00	12,550.00	M	2
3	Austin	13,000	Library Board	1	....	....	6	....	100.00	250.00	270.00	1,063.10	1,333.10	1,683.10	M	3

RECREATION STATISTICS FOR 1930

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Recreation Buildings: Number	Total Yearly or Seasonal Attendance ••	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
56	...	15	...	5	20	200,000	...	.....	4	45,000	5	7	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Francis J. Mahoney	20	56
57	...	5	...	...	5	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	F. E. Corbin	...	57
58	9	11	...	...	20	668,282	...	.....	16	106,364	4	13	3	.....	...	.....	1	68,519	...	.....	...	.....	42	.....	James S. Stevens	93	58
59	...	...	...	...	...	.....	...	.....	1	200	3	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	I. H. Agard	...	59
60	...	5	...	...	5	[1]26,250	1	.....	...	.....	1	5	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Harold H. Galligan	...	60
a	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	Ralph Davol	...	a
61	...	3	...	...	3	52,000	...	.....	1	1,200	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	William D. Healey	7	61
62	...	13	...	...	13	138,000	...	.....	1	.....	4	6	1	5,000	...	.....	...	.....	...	.....	...	.....	5	7,200	John L. Leary	16	62
63	...	6	...	...	6	[1]85,000	...	.....	...	.....	3	5	1	.....	...	.....	...	.....	...	.....	...	.....	9	.....	Bernard S. McHugh	...	63
64	...	6	...	...	6	.....	...	.....	...	.....	4	4	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	George H. Finnegan	...	64
65	...	6	...	...	6	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Dr. S. Monroe Graves	...	65
66	1	...	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Urvan E. Wills	...	66
67	...	3	...	...	3	48,040	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Herbert A. Landry	...	67
68	...	5	...	...	5	15,150	...	.....	...	.....	4	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mildred F. Doherty	5	68
69	...	15	...	...	15	.....	4	.....	...	.....	14	20	6	.....	2	.....	...	.....	...	.....	7	.....	27	.....	Thomas E. Holland	...	69
1	...	5	...	...	5	19,471	...	.....	1	1,200	...	1	1	13,015	...	.....	...	.....	...	.....	...	.....	8	.....	Gus McCoskey	...	1
2	2	1	5	...	8	[2]84,000	...	.....	7	7,000	...	2	1	.....	1	37,000	...	.....	...	.....	...	.....	12	.....	L. H. Hollway and E. A. Gallup	...	2
3	...	...	...	...	...	.....	...	.....	8	.....	2	8	1	.....	...	.....	...	.....	...	.....	...	.....	6	.....	A. R. Flannery	...	3
a	...	7	...	...	7	59,524	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	J. N. Beam	...	a
4	...	...	...	...	...	.....	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	G. L. Lusk	...	4
5	...	1	...	...	1	.....	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. L. Lynch	...	5
6	...	1	...	...	1	3,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	1	12,000	...	.....	...	.....	Clarence Vliet	2	6
7	1	...	...	...	1	160,000	...	.....	...	.....	1	1	...	.....	1	.....	...	.....	...	.....	...	.....	2	.....	Robert Y. Moore	...	7
8	1	1	...	...	2	30,000	1	75,000	...	.....	2	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	W. M. Berry	3	8
9	...	4	...	1	5	3,800	...	.....	3	.....	1	1	1	.....	...	.....	...	.....	1	.....	2	.....	2	.....	J. T. Symons	13	9
10	...	5	...	...	5	.....	...	.....	5	.....	1	7	...	.....	...	.....	...	.....	1	.....	...	.....	5	.....	Henry D. Schubert	...	10
a	...	8	...	...	8	[1]70,000	...	.....	...	.....	2	3	...	.....	...	.....	...	.....	3	24,000	...	.....	12	.....	Russel D. Catherman	...	a
11	15	80	...	45	140	6,933,069	9	[4]2407,895	158	.....	17	39	...	.....	...	.....	...	.....	29	804,455	...	.....	148	525,000	C. E. Brewer	298	11
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	358,347	1	.....	4	[25]515,928	...	.....	1	292,465	...	.....	Charles F. Rominsky	...	a
12	...	4	...	...	4	19,461	...	.....	2	3,000	1	8	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	R. L. Peel	...	12
13	2	7	...	...	9	[1]198,755	2	225,757	...	.....	1	10	...	.....	2	[25]153,596	1	.....	1	.....	4	178,298	19	31,920	E. C. Dayton	...	13
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	William W. Norton	...	a
14	...	1	...	...	1	.....	...	.....	1	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	A. R. Watson	...	14
15	...	3	...	...	3	25,862	...	.....	...	.....	1	4	2	.....	...	.....	...	.....	...	.....	1	.....	4	.....	Claude A. Bosworth	13	15
16	...	19	...	...	19	659,976	2	.....	...	.....	...	10	2	.....	2	45,944	2	74,829	...	.....	8	660,195	25	.....	Ulysses M. Lowing	...	16
a	...	...	...	...	...	.....	...	.....	42	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	7	.....	W. Guy Morrison	...	a
17	...	4	...	...	4	42,000	...	.....	...	.....	1	2	1	.....	...	.....	...	.....	...	.....	...	.....	14	.....	F. L. Geary and Charles Poupard	...	17
18	...	1	...	...	1	10,057	1	119,639	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	W. George Elworthy	...	18
19	...	...	...	6	6	157,730	...	.....	8	47,146	1	2	...	.....	...	.....	...	.....	1	8,910	...	.....	4	6,826	C. J. Reid	6	19
20	9	...	...	...	9	250,000	2	.....	8	.....	3	5	...	.....	...	.....	...	.....	7	9,600	...	.....	19	30,000	William R. Menold	...	20
21	...	3	...	...	3	13,509	...	.....	2	1,880	...	3	1	25,563	...	.....	...	.....	...	.....	...	.....	...	.....	Leon N. Moody	...	21
22	...	5	...	...	5	14,563	...	.....	6	.....	1	4	...	.....	...	.....	...	.....	1	.....	...	.....	3	.....	D. F. R. Rice and Russell C. Hinote	...	22
23	...	6	...	...	6	81,362	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	2	24,772	...	.....	5	.....	Frederick J. Bofink	...	23
a	...	...	...	...	...	.....	...	.....	...	.....	...	3	...	.....	...	.....	1	75,000	...	.....	...	.....	6	.....	L. W. Ambs	...	a
24	...	...	9	...	9	98,973	...	.....	10	15,533	1	11	1	5,773	1	.....	...	.....	2	7,158	...	.....	6	10,188	L. P. Moser	30	24
a	...	...	...	...	...	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	E. M. Barnes	...	a
25	...	5	...	...	5	.....	...	.....	...	.....	1	5	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	George A. Graham	...	25
26	...	11	...	...	11	166,406	...	.....	6	10,198	...	4	...	.....	2	93,787	1	38,638	...	.....	1	33,029	25	105,000	August Fischer	27	26
27	...	6	...	...	6	.....	...	.....	4	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	H. E. Waits	...	27
28	...	1	...	...	1	.....	...	.....	3	.....	1	2	2	.....	...	.....	...	.....	...	.....	...	.....	12	.....	B. Klager	...	28
29	...	3	...	...	3	[1]4,050	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	1	.....	...	.....	4	.....	John L. Silvernale and B. H. McCann	...	29
30	2	...	...	...	2	15,116	1	135,557	...	.....	4	2	1	7,198	1	.....	...	.....	...	.....	...	.....	7	2,672	Charlotte Conley	18	30
31	...	2	4	...	6	[1]26,237	...	.....	4	.....	1	1	...	.....	...	.....	...	.....	1	.....	...	.....	2	.....	B. M. Hellenberg	...	31
32	...	4	1	...	5	65,000	...	.....	2	2,000	1	1	...	.....	...	.....	...	.....	1	.....	...	.....	2	.....	W. A. Olsen	...	32
33	...	5	...	...	5	32,195	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	...	.....	6	.....	Louis H. Conger	...	33
34	...	3	...	...	3	20,492	...	.....	...	.....	3	7	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	C. P. Zeigler	...	34
35	8	...	...	...	8	.....	1	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	F. W. Crawford	9	35
36	...	4	...	...	4	155,555	...	.....	13	.....	...	1	1	13,285	2	60,430	...	.....	...	.....	...	.....	4	37,055	A. E. Genter	11	36
37	...	4	...	...	4	[1]76,800	...	.....	2	.....	...	2	...	.....	...	.....	...	.....	1	22,000	...	.....	4	.....	Frank Weeber	...	37
38	...	6	...	...	6	25,522	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	1	.....	...	.....	...	.....	R. L. Peel	...	38
a	...	3	...	...	3	48,616	...	.....	1	18,260	11	11	...	.....	...	.....	...	.....	1	.....	...	.....	4	.....	Frank Hendry	11	a
39	1	13	...	...	14	92,600	...	.....	...	.....	2	10	...	.....	...	.....	...	.....	...	.....	1	70,662	2	36,000	C. F. Van Ducen	19	39
40	...	...	...	...	...	.....	...	.....	1	200	1	1	1	500	...	.....	...	.....	1	700	...	.....	1	200	Chester A. Rydeski	...	40
41	...	2	...	...	2	.....	...	.....	3	.....	2	3	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	Alan R. McLean	3	41
42	...	5	...	...	5	73,275	...	.....	1	.....	1	2	...	.....	...	.....	...	.....	1	8,898	...	.....	2	.....	John A. Henderson	...	42
43	...	4	...	...	4	68,634	...	.....	4	74,400	...	3	...	.....	...	.....	...	.....	1	15,470	...	.....	20	.....	William E. Foy	...	43
1	...	1	...	...	1	5,000	...	.....	...	.....	...	2	1	17,500	...	.....	...	.....	...	.....	...	.....	5	.....	C. C. Ludwig	...	1
2	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	15,000	...	.....	...	.....	...	.....	...	.....	4	.....	Phil J. Noonan	...	2
3	...	...	...	...	...	.....	1	21,000	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	William C. Pribble	...	3

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	MINN.—Cont.														
4	Chisholm	8,400	Independent School District No. 40	5	1	....	....	....	.....	.....	1,725.00	.....	1,725.00	1,725.00	M	4
5	Coleraine	1,350	Village and School District	1	....	....	....	....	.....	.....	.....	.....	.....	1,600.00	M	5
6	Crookston	6,318	Park Board	1	1	....	....	....	1,513.39	200.00	2,200.00	100.00	2,300.00	[24]4,013.39	M	6
7	Duluth	101,417	Recreation Department	151	51	2	....	....	6,067.00	11,384.41	16,726.83	34,482.04	51,208.87	68,660.28	M	7
8	Ely	6,154	Community Service Center Independent School District 20	1 1	3	3	4	3	.....	33.79	510.00	41.50	551.50	13,000.00 585.29	M M	8 a
9	Fairmont	5,500	City Council	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	9
10	Fergus Falls	9,370	Park Board	1	....	....	....	....	380.00	228.00	1,000.00	700.00	1,700.00	2,308.00	M	10
11	Hibbing	16,000	Recreation Board	32	27	4	200	300	.....	2,668.00	15,298.05	.....	15,298.05	17,966.05	M	11
12	Lake City	3,210	Bathing Beach Committee, Lion's Club	....	....	....	....	....	.....	.....	.....	.....	.....	3,000.00	M	12
13	Leoneth	500	Leonidas Parent Teachers Association	1	....	....	....	....	.....	.....	200.00	33.86	233.86	233.86	M&P	13
14	Mankato	18,000	Board of Education	5	4	....	....	....	.....	100.00	700.00	.....	700.00	800.00	M	14
15	Minneapolis	464,753	Board of Park Commissioners Board of Education	94 25	83 34	24	56	75	.....	105,654.91 1,522.73	54,093.90 8,539.00	220,768.96	274,862.80 8,539.00	380,517.77 10,061.73	M M	15 a
16	Mountain Iron	3,596	Schools and P. T. A. Organizations	4	3	....	....	....	.....	160.00	405.64	.....	405.64	565.64	M&P	16
17	Nashwauk	2,500	School Board	1	....	....	....	....	.....	200.00	350.00	.....	350.00	550.00	M	17
18	Pipestone	3,725	Playground Committee, Kiwanis Club	1	1	....	....	....	.....	300.00	510.00	80.00	590.00	950.00	P	18
19	Rochester	20,200	Parent Teachers Associations Park Board	3	4	....	....	....	..... 11,900.00	195.64 531.80	1,760.00	..... 7,100.00	1,760.00 7,100.00	1,955.64 19,531.80	M&P M&P	19 a
20	St. Cloud	21,000	City Commission	6	5	....	....	....	15,200.00	1,720.00	5,239.51	4,030.00	9,269.51	26,189.51	M	20
21	St. Paul	271,666	Department of Parks, Playgrounds, and Public Buildings	13	15	7	....	....	.....	.....	30,845.00	.....	30,845.00	83,928.33	M M	21
22	Stillwater	7,083	Board of Education	1	....	....	....	....	.....	20.00	160.00	.....	160.00	180.00	M	22
23	Winona	21,000	Playgrounds Association John A. Latch Athletic Board, Bath House and Winter Sports Committees	6 1	5	....	1	....	..... 12,000.00	700.00 1,750.00	1,600.00 1,250.00	446.06 2,350.00	2,046.06 3,600.00	2,746.06 17,350.00	M M&P	23 a
	MISSISSIPPI															
1	Columbus	15,000	Parent Teacher Association	....	3	....	....	....	.....	55.00	300.00	.....	300.00	355.00	M&P	1
2	Hattiesburg	18,000	Hawkins Playground Commission	....	2	....	....	....	10,000.00	222.00	300.00	600.00	900.00	11,122.00	M	2
3	Jackson	49,800	Engineering Department	....	3	....	....	....	.....	.....	.....	.....	.....	.....	M	3
4	Mendenhall	637	Mother's Club	....	....	....	....	20	.....	.....	.....	.....	.....	.....	P	4
5	Meridian	32,000	Schools and P. T. A.	....	2	....	....	....	.....	.....	225.00	.....	225.00	225.00	P	5
	MISSOURI															
1	Hannibal	22,760	Playground and Recreation Association	....	4	....	....	....	.....	113.71	595.00	.....	595.00	708.71	M&P	1
2	Joplin	33,824	Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	12,000.00	M	2
3	Kansas City	400,000	Board of Education	26	4	....	....	....	.....	.....	.....	.....	.....	.....	M	3
4	Moberly	15,000	Park Board	1	....	....	....	....	.....	100.00	.....	300.00	300.00	400.00	M	4
5	Nevada	7,000	Christian Church	2	2	....	....	....	.....	75.00	150.00	10.00	160.00	235.00	P	5
6	St. Charles	10,580	Park Board	1	....	....	....	....	9,000.00	1,000.00	100.00	.....	100.00	10,100.00	M	6
7	St. Joseph	84,000	Board of Park Commissioners	5	6	....	....	....	2,500.00	8,172.85	1,855.00	8,746.09	10,601.09	21,273.94	M	7
8	St. Louis	822,032	Division of Parks and Recreation, Department of Public Welfare Board of Education Park and Playground Association[25]	127 104 1	150 281 1	34 2	....	....	.....	26,869.00 12,740.17	..... 98,507.00	..... 13,701.00	174,061.00 112,208.00	200,930.00 124,948.17 15,300.00	M M P	8 a b
9	Sedalia	20,806	Board of Education Park Commissioners	1	....	....	....	....	.....	.....	555.00	.....	555.00	555.00 9,720.54	M M	9 a
10	Springfield	60,000	Park Board	....	10	....	....	....	.....	.....	1,100.00	.....	1,100.00	1,100.00	M	10
	MONTANA															
1	Anaconda	12,437	Playground Association and Park and Playground Committee	3	2	....	67	11	450.00	100.00	1,530.00	1,200.00	2,730.00	3,280.00	M	1
2	Bozeman	7,000	Board of Recreation	....	1	1	....	....	.....	800.00	1,200.00	1,000.00	2,200.00	3,000.00	M&P	2
3	Havre	6,500	City of Havre	2	....	....	....	....	.....	425.00	400.00	600.00	1,000.00	1,425.00	M	3
4	Lewistown	5,630	Park Commission	2	1	....	4	2	.....	350.00	600.00	989.00	1,589.00	1,939.00	M	4
	NEBRASKA															
1	Hastings	15,487	Y. W. C. A.	....	5	....	....	....	.....	50.00	330.00	.....	330.00	380.00	M&P	1
2	Kearney	8,500	Park Commission	....	1	....	....	....	3,000.00	300.00	200.00	2,500.00	2,700.00	6,000.00	M	2
3	Lincoln	80,000	Recreation Board	4	12	....	....	....	.....	300.00	3,200.00	.....	3,200.00	3,500.00	M	3
4	Neligh	1,800	City of Neligh	....	....	....	1	....	.....	.....	.....	.....	.....	.....	M	4
	NEW HAMPSHIRE															
1	Berlin	20,018	Parks and Playground Committee	2	5	....	....	....	.....	853.30	996.00	.....	996.00	1,849.30	M	1
2	Claremont	12,000	Playground Commission	1	2	....	....	....	1,500.00	700.00	600.00	2,800.00	3,400.00	5,600.00	M	2
3	Concord	25,000	Department of Public Playgrounds and Athletic Commission	9	8	....	....	....	3,070.00	.....	3,100.00	.....	3,100.00	15,247.14	M	3
4	Dover	13,573	Park Commission Neighborhood House Assoc'n, Inc. Lothrop Memorial Hall Board	 2	4 2	....	.... 8 15	.... 45 5	3,500.00 2,101.73	40.00 742.16 3,800.00	560.00 2,664.32 1,200.00	.... 850.00	560.00 2,664.32 2,050.00	4,100.00 5,508.21 5,850.00	M P P	4 a b
5	East Jaffrey	3,000	Parent Teacher Association	1	....	....	....	....	.....	.....	200.00	275.00	475.00	475.00	P	5
6	Hillsboro	2,100	Playground Committee	1	1	....	....	....	.....	41.49	304.00	.....	304.00	345.49	M	6
7	Laconia	13,000	Park Commission	2	3	....	....	....	.....	900.00	2,900.00	.....	2,900.00	3,800.00	M	7
8	Lebanon	7,000	Carter Community Building Association, Inc.	2	1	....	2	2	.....	1,500.00	2,000.00	500.00	2,500.00	4,000.00	P	8
9	Manchester	76,834	Park, Common and Playground Commission	11	10	....	....	....	79.00	535.70	3,521.65	2,336.67	5,858.32	6,473.02	M	9
10	Nashua	31,180	Recreation Commission	14	9	....	....	....	2,102.15	2,170.27	5,002.41	.....	5,002.41	9,274.83	M	10
11	Newport	4,830	Park and Playground Commission	1	1	....	....	....	.....	91.46	259.00	.....	259.00	350.46	M	11
12	Portsmouth	14,000	Board of Public Works	2	1	....	....	....	.....	50.00	750.00	.....	750.00	800.00	M	12
13	Rochester	10,261	School Department	1	....	....	....	....	.....	.....	200.00	.....	200.00	200.00	M	13
14	Somersworth	5,680	Noble Pines and Playground Committee	....	1	....	....	....	.....	116.83	140.00	928.90	1,068.90	1,185.73	M	14

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Recreation Buildings: Number	Total Yearly or Seasonal Attendance ••	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
4	...	3	...	...	3	26,396	...	.....	1	2,500	1	3	1	10,000	1	.....	...	.....	1	600	...	.....	4	.....	C. G. Giffei	17	4
5	...	1	...	...	1	.....	...	.....	...	.....	1	1	2	8,000	...	.....	...	.....	1	1,000	...	.....	3	600	H. W. Dutter	3	5
6	...	1	...	...	1	42,421	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	1	.....	3	.....	Dr. O. E. Locken	...	6
7	1	12	...	...	13	215,619	2	44,049	30	91,898	1	4	...	.....	...	.....	1	40,932	1	500	...	.....	9	20,000	K. M. Harris	15	7
8	...	...	...	...	...	.....	1	109,500	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Ray Hoefler	...	8
a	...	3	...	...	3	.....	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	H. A. Berg	8	a
9	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	4	.....	R. H. Towne	...	9
10	...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	7	.....	A. T. Van Dyck	...	10
11	...	14	...	...	14	36,601	...	.....	8	21,573	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Jess T. Porteous	...	11
12	...	...	...	...	...	.....	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. V. Fick	5	12
13	...	1	...	...	1	11,892	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. James P. Grant	1	13
14	...	4	...	...	4	[3]5,500	...	.....	...	.....	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Louis Todnem	...	14
15	...	32	...	...	32	1,706,324	...	.....	21	.....	38	44	9	.....	...	.....	4	.....	...	.....	2	.....	175	.....	K. B. Raymond	...	15
a	...	12	...	...	12	[1]202,429	...	.....	34	202,159	...	...	...	.....	...	.....	...	.....	4	8,085	...	.....	...	.....	Ralph C. Tapp	...	a
16	...	1	...	...	1	5,100	...	.....	4	5,020	4	4	...	.....	...	.....	...	.....	1	.....	...	.....	...	.....	N. J. Quickalst	12	16
17	...	2	...	...	2	5,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Judd F. Gregor	3	17
18	...	2	...	...	2	28,000	...	.....	...	.....	2	3	...	.....	...	.....	...	.....	...	.....	1	4,800	...	.....	M. Todd Evans	...	18
19	...	6	...	...	6	40,152	...	.....	...	.....	6	6	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	Paul F. Schmidt	6	19
a	...	...	...	...	...	.....	...	.....	...	.....	1	...	...	.....	...	.....	1	15,000	...	.....	1	.....	4	.....	Art Nachreiner	...	a
20	...	5	...	...	5	[1]44,932	...	.....	...	.....	2	3	1	.....	1	.....	...	.....	...	.....	...	.....	6	.....	Grace M. Atkinson	10	20
21	25	6	...	...	31	.....	31	.....	2	.....	4	19	1	99,787	...	.....	3	101,745	...	.....	...	.....	110	368,450	Ernest W. Johnson	41	21
22	...	2	...	...	2	[4]4,800	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Guy D. Smith	...	22
23	...	5	...	6	11	48,000	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	C. D. Tearse	...	23
a	...	...	...	...	...	.....	...	.....	...	.....	...	2	1	29,000	...	.....	...	.....	...	.....	...	.....	...	.....	Roy G. Wildgrube	...	a
1	...	3	...	...	3	9,300	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Earle L. Whittington	...	1
2	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	W. S. F. Tatum	2	2
3	...	5	...	...	5	.....	...	.....	1	100	1	3	...	.....	...	.....	1	.....	1	.....	1	.....	10	.....	J. J. Halbert	25	3
4	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. J. D. Smith	...	4
5	...	1	...	...	1	3,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. M. Ivy	...	5
1	...	3	...	...	3	14,573	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	T. T. McKinney	...	1
2	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	1	5,000	...	.....	5	.....	3	.....	F. M. Weeks	...	2
3	...	...	...	...	...	.....	...	.....	46	.....	...	...	...	.....	...	.....	...	.....	12	.....	...	.....	...	.....	Alfred O. Anderson	...	3
4	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	25,000	...	.....	...	.....	...	.....	...	.....	1	.....	A. C. White	...	4
5	...	1	...	...	1	5,000	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Rev. Huell Warren	2	5
6	...	...	...	...	...	.....	...	.....	...	.....	3	4	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	W. T. Sparrenberg	3	6
7	...	9	...	...	9	[1]11,487	...	.....	...	.....	2	2	...	.....	...	.....	1	.....	...	.....	2	65,326	8	.....	W. L. Skoglund	...	7
8	14	18	...	...	32	2,093,557	3	731,660	...	.....	3	44	...	.....	1	[2][5]256,477	1	.....	3	[2]378,900	2	.....	99	256,177	Reuben W. Tapperson	...	8
a	...	67	...	...	67	1,723,392	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Rodowe H. Abeken	...	a
b	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Alfred H. Wyman	...	b
9	...	1	...	...	1	5,755	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Heber U. Hunt	...	9
a	...	...	...	...	...	.....	...	.....	...	.....	2	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	N. L. Nelson	2	a
10	...	9	...	...	9	5,000	7	11,000	...	.....	9	9	...	.....	...	.....	...	.....	...	.....	4	.....	5	.....	Martha B. Maitre	...	10
1	...	2	...	...	2	5,000	...	.....	2	3,600	5	5	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Stephen Hanson	8	1
2	1	...	...	...	1	.....	1	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	G. O. Arnold	6	2
3	...	2	...	...	2	39,010	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	24,000	4	.....	E. Sandquist	3	3
4	...	2	...	...	2	6,750	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	3,000	...	.....	J. M. Schmit	...	4
1	...	4	...	...	4	4,800	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	Lucille Holtsapple	...	1
2	...	1	...	...	1	105,000	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	8	.....	W. T. Souders	1	2
3	...	12	...	...	12	75,000	...	.....	...	.....	...	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Earl Johnson	...	3
4	...	...	...	...	...	.....	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Leo C. Hewitt	...	4
1	...	5	...	...	5	57,600	...	.....	...	.....	6	6	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Maude D. Monahan	...	1
2	2	...	...	...	2	45,000	...	.....	1	7,500	4	2	...	.....	...	.....	...	.....	...	.....	...	.....	7	.....	R. G. Blanc	...	2
3	...	8	...	...	8	44,000	...	.....	1	.....	6	5	...	.....	1	.....	...	.....	...	.....	1	.....	3	.....	C. I. Tebbetts and William H. Kennedy	8	3
4	...	3	...	...	3	[7]7,000	...	.....	...	.....	2	2	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	J. Edward Richardson	...	4
a	...	...	...	...	...	.....	...	.....	1	5,919	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Edith G. Brewster	...	a
b	...	...	...	...	...	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Bradley M. Clarke	...	b
5	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. Walter H. Clark	...	5
6	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Lillian A. Lundberg	1	6
7	...	3	...	...	3	15,000	...	.....	...	.....	2	2	2	.....	...	.....	...	.....	...	.....	...	.....	3	.....	Dr. C. E. Rowe	...	7
8	...	...	...	...	...	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Willis F. Hough	...	8
9	...	8	...	...	8	.....	1	.....	...	.....	8	6	2	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Frank C. Livingston	...	9
10	...	6	...	...	6	51,547	...	.....	...	.....	3	3	...	.....	...	.....	...	.....	...	.....	1	.....	6	.....	R. A. Pendleton	...	10
11	...	1	...	...	1	3,500	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Paul E. Trask	1	11
12	...	2	...	...	2	.....	1	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Ralph Brackett	...	12
13	...	1	...	...	1	7,000	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	1	.....	2	.....	William H. Buker	...	13
14	...	1	...	...	1	15,900	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	F. K. Wentworth	...	14

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	Paid Workers Exclusive of Caretakers: No. of Women	Paid Workers Exclusive of Caretakers: No. Employed Full Time Year Round	Volunteer Workers: No. of Men	Volunteer Workers: No. of Women	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	Source of Financial Support†	No. of City
	NEW JERSEY															
1	Allenhurst	4,000	Borough of Allenhurst												M	1
2	Atlantic City	65,748	Department of Finance	8	35					500.00	6,500.00		6,500.00	7,000.00	M	2
			Department of Public Safety						1,100.00	8,900.00			90,000.00	100,000.00	M	a
3	Avalon	5,000	Fun Chase Playground Committee		2									2,000.00	M	3
4	Belleville	26,974	Recreation Commission	6	6	2			10,000.00	4,709.13	5,030.87	260.00	5,290.87	20,000.00	M	4
5	Bloomfield	38,600	Recreation Commission and World War Memorial Association	18	32	3			41,880.00	6,390.00	14,215.00	1,560.00	15,775.00	[31]64,045.00	M&P	5
6	Bordentown	4,500	Board of Education		2						200.00		200.00	200.00	M	6
7	Bridgeton	17,000	Johnson Reeves Playground Assoc'n		1					495.99	240.00		240.00	735.99	P	7
8	Burlington	10,849	Playground and Recreation Committee		5					129.83	240.00		240.00	369.83	M&P	8
			Burlington County Tuberculosis League		1									600.00	P	a
9	Camden	118,900	Department of Parks and Public Property	28	28					4,891.92	17,166.33	810.00	17,976.33	22,868.25	M	9
10	Clifton	48,000	Department of Recreation, Board of Education	7	1					340.00	860.00		860.00	1,200.00	M&P	10
11	Collingswood	14,000	Board of Education	2	4					100.00	1,010.00		1,010.00	1,110.00	M	11
12	Cranford	11,106	Playground and Recreation Commission	5	5	1				985.61	5,000.00	1,014.39	6,014.39	7,000.00	M	12
13	Dover	10,000	Kiwanis Club and Recreation Commission	1					400.00	100.00	250.00	50.00	300.00	800.00	M&P	13
14	East Orange	68,227	Board of Recreation Commissioners	8	7	1			23,506.47	12,457.67	10,900.84	16,663.50	27,564.34	63,528.48	M	14
15	Elizabeth	114,551	Recreation Commission	40	39	2			25,478.07	9,447.83	21,790.00	3,580.00	25,370.00	60,295.90	M	15
16	Englewood	17,819	Board of Education	4	1					350.00	1,450.00		1,450.00	1,800.00	M	16
17	Essex County	833,513	Essex County Park Commission[32]	21	32						12,549.22	51,258.77	63,807.99	63,807.99	C	17
18	Hackensack	24,600	Board of Education and Improvement Commission	10	12		3	2	3,500.00	921.81	3,741.00		3,741.00	8,162.81	M	18
19	Hackettstown	3,050	Board of Education	1						20.00	250.00		250.00	270.00	M	19
20	Harrison	18,000	Board of Recreation Commissioners	6	3				25,000.00	2,000.00	500.00	2,500.00	3,000.00	30,000.00	M	20
21	Hoboken	65,000	Department of Parks and Public Property	11	6	17				7,000.00	19,600.00		19,600.00	26,600.00	M	21
22	Irvington	56,745	Department of Public Recreation	10	13	5			74,153.84		13,039.00	4,981.00	18,020.00	92,173.84	M	22
23	Jersey City	350,000	Department of Parks and Public Property	26	30	18			19,000.00	3,500.00	24,000.00	15,000.00	39,000.00	61,500.00	M	23
24	Kearny	40,000	Recreation Commission	13	5	1			14,973.81	4,342.71	3,391.00	5,830.00	9,221.00	28,537.52	M	24
25	Leonia	5,346	Board of Education and Borough Council	1						100.00	300.00		300.00	400.00	M	25
26	Millburn	8,500	Shade Tree Commission	5	2	1			800.00	1,745.17	3,312.30	500.00	3,812.30	6,357.47	M	26
27	Montclair	42,003	Board of Education	17	10					282.72	5,350.00		5,350.00	5,632.72	M	27
28	Moorestown	7,500	Recreation Commission	6	9	6	18	48	6,290.24	2,327.20	8,001.75	4,711.06	12,712.81	21,330.25	M&P	28
29	Morristown	15,500	Park Department	3					150.00	1,000.00	720.60		720.60	1,870.60	M	29
30	Mount Tabor	1,000	Playground Commission		1					25.00	125.00		125.00	150.00	P	30
31	Newark	470,000	Department of Recreation, Board of Education	83	77	63			235,000.00	84,930.00	190,008.35	20,400.00	210,408.35	530,338.35	M	31
32	New Brunswick	40,000	Department of Playgrounds	7	4				325.00	1,025.00	2,250.00	400.00	2,650.00	4,000.00	M	32
33	North Plainfield	10,000	Recreation Commission	2	2					20.00	577.00	43.00	620.00	640.00	M	33
34	Orange	35,000	Department of Parks and Public Property	19	9						5,000.00		5,000.00	29,000.00	M	34
35	Passaic	62,959	Recreation Department	18	12	2				1,400.00	7,400.00	4,200.00	11,600.00	13,000.00	M	35
36	Paterson	138,000	Board of Recreation	34	30	2			39,342.00	6,565.00	18,560.00	7,100.00	25,660.00	71,567.00	M	36
37	Perth Amboy	45,000	Department of Playgrounds and Recreation	32	31	3			131,500.00	8,500.00	9,000.00	1,000.00	10,000.00	150,000.00	M	37
38	Phillipsburg	20,000	Department of Parks and Public Property	4							240.00	450.00	690.00	690.00	M	38
39	Plainfield	39,000	Recreation Commission	8	3	3			1,935.00	5,871.00	10,711.00	9,483.00	20,194.00	28,000.00	M	39
40	Radburn	1,000	The Radburn Association	3	2	1				2,212.00	4,219.00		4,219.00	6,431.00	P	40
41	Red Bank	12,000	Y. M. C. A.	1	1		1	2		200.00	500.00		500.00	700.00	M&P	41
42	Ridgefield Park	12,000	Department of Public Works	1	1					400.00	630.00		630.00	1,030.00	M	42
43	Ridgewood	13,000	Board of Education	6	6						928.25		928.25	928.25	M	43
44	Riverton	3,000	Borough Council	2	1				8,000.00	1,100.00	400.00	200.00	600.00	9,700.00	M	44
45	Roselle Park	8,967	Board of Education	4	3				50.21	366.22	399.96	1,426.03	1,825.99	2,242.42	M	45
46	Rutherford	17,000	Lions Club	2	2		1	2		300.00	700.00		700.00	1,000.00	M	46
47	Salem	8,000	Playground Committee, Woman's Club		2					30.00	180.00		180.00	210.00	M&P	47
48	South Orange	13,350	Board of Recreation	2	1	1								13,000.00	M	48
49	Spring Lake Beach	2,500	Memorial Community House Trustees		1	1	4	2		4,000.00	1,000.00	1,000.00	2,000.00	6,000.00	P	49
50	Summit	14,000	Board of Recreation Commissioners	4	4				17,782.22	1,611.63	6,037.47	3,182.04	9,219.51	28,613.36	M	50
51	Union County	304,000	Union County Park Commission[33]	26	23	4				66,508.46	25,844.13	60,378.45	86,222.58	152,731.04	C	51
52	West Orange	25,000	Public Parks and Playground Department	15	11	9				7,000.00	19,000.00		19,000.00	26,000.00	M	52
	NEW MEXICO															
1	Chimayo	650	John Hyson Memorial School		4										P	1
2	Dawson	5,000	Schools and Welfare Department	1												2
3	Deming	4,000	City of Deming											600.00	M	3
4	Raton	6,178	City of Raton	3					1,500.00	420.00			818.00	3,914.38	M	4
	NEW YORK															
1	Albany	140,000	Board of Education and City	23	50	5			165,000.00					193,500.00	M	1
2	Amsterdam	34,794	Recreation Commission	29	5	1	8	2	5,674.62	1,839.56	5,247.78	2,238.04	7,485.82	15,000.00	M	2
3	Auburn	36,700	Recreation Department	7	8				14,000.00	5,400.00	2,000.00	4,500.00	6,500.00	25,900.00	M	3
			Booker T. Washington Community Center[18]	1	2	1	3	5		876.45	1,944.00	137.79	2,081.79	2,958.24	P	a
4	Ballston Spa	5,000	Community House Council		1	1			800.00	1,000.00	1,000.00	200.00	1,200.00	3,000.00	P	4
5	Binghamton	80,000	Department of Education	13	23					280.00	3,713.50		3,713.50	3,993.00	M	5

RECREATION STATISTICS FOR 1930

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Recreation Buildings: Number	Total Yearly or Seasonal Attendance ••	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
1												1									1				Margaret D. Pyle		1
2		6			6	43,798					2	3													Glenn C. Heller		2
a												[301]	7,000,000												William S. Cuthbert		a
3		1			1				1																Mrs. Joseph H. Gaskill		3
4		5			5	29,309	1	9,862															2	742	Charles L. Steele, Jr.		4
5	1	3	2	6	12	[1]145,629	1	70,916															4		C. A. Emmons, Jr.		5
6		1			1																				R. M. Oberholser		6
7		1			1	15,750					1	1											1		Estella T. Edwards	1	7
8		5			5	14,271																			George C. McKann, Jr.	5	8
a		1			1	[1]560																			Daisy S. Hollingshead		a
9		22			22	[1]286,956					2	9									2		19		Oscar W. Magnuson		9
10		6			6	65,012															1	6,170			Arthur C. Argauer		10
11		5			5	15,000					1	2													H. T. Irvine		11
12		4			4	18,398			2	1,782	1	3											2	550	Daniel R. Neal		12
13		1			1	5,800																			A. M. Jenkins		13
14		4			4	1,116,000	3	16,000	1		4	11											25	498,988	Lincoln E. Rowley		14
15	8	15			23	806,200			12	64,753	3	7									1				Claude A. Allen		15
16	1	2	3		6				5		3	3							1		1		6		Winton J. White		16
17		27			27	290,832					6	33			2	97,058	1	73,291					186	194,333	L. C. Wilsey	265	17
18		9		4	13	60,695					1	5											5	580	Charles D. Todd	9	18
19		1			1																				V. C. Brugler		19
20		3			3	10,000					2	2													H. George Hughes		20
21	7				7	424,000	1					3													Julius Durstewitz		21
22		7			7	54,998			8		2	3									1	4,000	13	12,550	Philip Le Boutillier	9	22
23	4	14			18	100,000	4	12,000			2	11											22	8,000	Frank A. Deisler	18	23
24	2	6			8	100,000	1				2	2											6		T. N. Clark		24
25		1			1	2,940																			Roy Nickerson		25
26	1				1	66,107			2	2,200	1	2	1	240									4	270	John Fox, Jr.	15	26
27		4			4	[1]45,898			2	5,472	1	14											4	8,616	Franklin C. Armstrong	14	27
28		3			3	12,924	4	89,241	5	14,963	5	5									1	15,983	1	8,066	Benj. P. Rumpeltes	9	28
29		1			1	10,000					1	1									1	40,000			Thomas F. Dunn	5	29
30		1			1	3,000																			William C. Cudlipp		30
31	26	15			41				34		2	1											3		Lewis R. Barrett		31
32		4			4	48,802						6													William Beck		32
33		1			1	[1]12,033																	2		Charles E. Reed	2	33
34	4	3			7	[1]175,596	1				2	2									1		10		Carl F. Seibert		34
35		8		2	10	561,000			6	40,000	2	4									1	30,000	12	1,000	Reeve B. Harris		35
36		27			27	1,250,000			2	5,000	2	12													Alfred P. Cappio	35	36
37	4	3	4		11	84,000	1	14,400	7	109,120	1	4	1	11,200									13	20,000	Charles T. Kochek	11	37
38		3			3	[1]18,000							1										1	2,000	John F. O'Donnell		38
39		10	2		12	108,000			4	9,700	1	2			1	13,000							9	16,200	R. O. Schlenter		39
40		1			1	3,000			1			1											4	1,000	J. O. Walker		40
41		1			1	4,600					1	1	1	4,600									1		Richard T. Smith		41
42		1			1	7,124					1	1											6		Edwin S. Ferris		42
43	1		8		9	32,000			3		9	8													I. W. Travell	9	43
44		1			1	12,500					1	1	1												Francis B. Elwell		44
45		3			3	21,806						2													G. Hobart Brown	2	45
46		2			2	6,647					1	4													Albert Illinger	3	46
47		2			2																				Margaret M. Griscom		47
48	1				1						1	2									1		8		Joseph J. Farrell		48
49							1					1											1		Mrs. Mildred E. Simons		49
50		4			4	40,500					1	1											4		Mrs. James H. Gross	6	50
51		14			14	541,236					1	18	2	139,497			1	51,594			1	82,360	12	45,485	F. S. Mathewson	15	51
52	4				4		4				4	2											9		William J. Hulighan		52
1	1				1				1																Zoe Ellsworth	1	1
2		3			3		1				1	1			1						1		2		G. L. Fenlon		2
3											1	1									1				George D. Robinson		3
4		1			1	3,710						1									1	6,777	2		Ernest V. Ludlum	1	4
1		18			18	487,920			10	1,797	9	75							7		6		56		Frederick F. Futterer	167	1
2	1			3	4	201,000			4	8,156	1	1									4	89,476			Allen T. Edmunds		2
3	2	8			10	46,290	2				1	8											5		J. F. Donovan	16	3
a							1	7,250																	Elaine T. Pollard		a
4	1				1	4,550			1	9,500													2	700	Ella M. MacWilliams		4
5		10			10	59,720					2	7	3								3		8		Effie F. Knowlton		5

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	Paid Workers Exclusive of Caretakers: No. of Women	Paid Workers Exclusive of Caretakers: No. Employed Full Time Year Round	Volunteer Workers: No. of Men	Volunteer Workers: No. of Women	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Expenditures Last Fiscal Year: Upkeep, Supplies and Incidentals	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Other Services	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: Total	Source of Financial Support†	No. of City
	NEW YORK—Cont.															
6	Briarcliff Manor[34]	1,794	Park Department	....	....	....	....	....	9,756.74	.....	.....	.....	.....	11,423.74	M	6
7	Buffalo	573,076	Department of Parks, Division of Recreation	24	20	40	....	....	63,433.42	42,381.50	93,520.00	149,974.75	243,494.75	349,309.67	M	7
			Department of Physical Education, Board of Education	46	36	....	....	....	.....	.....	19,497.00	.....	19,497.00	19,497.00	M	a
8	Canastota	4,500	Playground Commission	1	3	....	....	....	200.00	30.00	458.00	.....	458.00	688.00	M	8
9	Chatham	3,000	Morris Memorial Boys Club	2	....	2	....	....	.....	.....	.....	.....	.....	5,000.00	P	9
10	Cohoes	23,226	Recreation Commission	11	7	....	....	....	3,000.00	600.00	2,000.00	1,600.00	3,600.00	7,200.00	M	10
11	Corning	16,790	Board of Public Works	2	3	....	....	....	.....	3,153.50	.....	.....	5,600.00	8,753.50	M	11
12	Cortland	15,000	Board of Education	1	1	....	....	....	.....	.....	.....	.....	.....	3,000.00	M	12
13	Dobbs Ferry[34]	5,500	Women's Club	....	2	....	....	....	.....	100.00	150.00	.....	150.00	250.00	P	13
14	Dunkirk	17,000	Board of Education	5	4	....	....	....	7,483.22	137.47	1,857.50	.....	1,857.50	9,478.19	M	14
15	Eastchester[34]	20,113	Recreation Commission[34a]	4	9	2	....	....	40.48	2,691.77	7,244.32	.....	7,244.32	9,976.57	M	15
16	Elmira	50,000	City Recreation Commission	9	24	3	....	....	4,400.00	5,600.00	11,000.00	.....	11,000.00	21,000.00	M	16
			Board of Education	3	7	....	....	....	1,987.09	.....	600.00	1,697.50	2,297.50	4,284.59	M	a
17	Erie County	693,616	Erie County Park Commission[35]	....	....	....	....	....	.....	.....	.....	.....	.....	.....	C	17
18	Floral Park	10,000	Playground Commission	1	....	....	....	....	4,200.00	500.00	500.00	1,800.00	2,300.00	7,000.00	M	18
19	Fulton	12,000	Board of Education	2	1	....	....	....	.....	.....	740.00	.....	740.00	740.00	M	19
20	Geneva	16,000	Park Board	6	6	....	....	....	3,728.25	.....	1,890.00	.....	1,890.00	7,143.36	M	20
21	Glens Falls	18,000	Recreation Commission	8	8	[36]1	....	....	15,255.22	1,325.07	3,358.61	1,366.32	4,724.93	21,305.22	M	21
			Outing Club, Inc	1	7	2	4	1	645.39	4,521.84	5,160.00	1,011.92	6,171.92	11,339.15	P	a
22	Gloversville	22,100	Board of Education	3	2	....	....	....	1,258.00	543.40	1,940.00	4,300.00	6,240.00	8,041.40	M	22
23	Hastings-on-Hudson[34]	8,000	Public Schools and Women's Club	1	....	....	....	....	.....	1,704.66	400.00	550.00	950.00	2,654.66	M	23
24	Herkimer	12,000	Recreation Commission	4	4	....	....	....	1,000.00	747.68	1,615.00	.....	1,615.00	3,362.68	M	24
25	Hudson	12,413	Playground and Park Committee	~~4~~	6	....	....	....	.....	.....	1,200.00	300.00	1,500.00	1,500.00	M	25
26	Hudson Falls	6,500	Community Playground Board	1	1	....	....	....	50.00	168.00	282.00	.....	282.00	500.00	M	26
27	Ilion	10,980	Playground Association	2	1	....	....	....	.....	146.74	479.20	75.00	554.20	700.94	M&P	27
28	Ithaca	20,000	Playground Committee, Board of Education	10	10	....	....	....	1,615.56	1,640.40	6,199.73	.....	6,199.73	9,455.69	M	28
			Serv-Us League Center[18]	....	1	1	2	3	.....	1,000.00	1,200.00	.....	1,200.00	2,200.00	P	a
29	Jamestown	45,172	Board of Education	1	....	....	....	....	.....	.....	.....	.....	.....	5,857.91	M	29
30	Johnson City	13,500	Public Schools	2	2	....	....	....	.....	.....	.....	.....	.....	1,000.00	M&P	30
31	Johnstown	15,000	Board of Education	2	2	2	3	3	250,000.00	.....	.....	.....	.....	265,000.00	M&P	31
32	Kenmore	16,460	Village Board	....	2	....	....	....	.....	2,219.73	910.00	360.28	1,270.28	3,490.00	M	32
33	Lackawanna	25,000	Department of Public Works	36	9	....	....	....	.....	1,131.61	5,495.25	.....	5,495.25	6,626.86	M	33
34	LeRoy	4,500	Recreation Commission	2	1	....	....	....	.....	300.00	600.00	.....	600.00	900.00	M	34
35	Middletown	24,000	Recreation Commission	5	4	....	....	....	.....	1,838.88	1,620.00	293.86	1,913.86	3,752.74	M	35
36	Mount Vernon[34]	65,000	Recreation Commission	32	17	6	....	....	.....	4,150.00	19,950.00	3,900.00	23,850.00	28,000.00	M	36
37	Newburgh	31,253	Recreation Commission	2	10	2	....	....	8,113.80	6,521.10	6,083.00	8,116.00	14,199.00	28,833.90	M	37
38	New Rochelle[34]	52,000	Recreation Committee, Board of Education	13	17	....	....	....	.....	.....	.....	.....	.....	9,000.00	M	38
			Bureau of Recreation, Department of Parks, Manhattan[37]	96	100	61	....	....	480,250.00	500.00	145,320.00	15,000.00	160,320.00	641,070.00	M	39
			Bureau of Recreation, Department of Parks, Bronx[37]	1	57	12	....	....	236,500.00	5,300.00	30,860.00	.....	30,860.00	272,660.00	M	a
			Department of Parks, Brooklyn[37]	41	46	39	....	....	907,082.75	6,500.00	68,165.00	200,000.00	268,165.00	1,181,747.75	M	b
			Bureau of Recreation, Department of Parks, Queens[37]	13	12	1	....	....	42,750.00	.....	19,652.00	.....	19,652.00	94,402.00	M&P	c
39	New York City	6,930,446	Division of Extension Activities, Board of Education	1129	1004	5	....	....	.....	98,659.07	892,811.25	.....	892,811.25	991,440.32	M	d
			Parks and Playgrounds Committee, Brooklyn	8	6	....	....	....	.....	1,765.00	3,717.00	1,498.00	5,215.00	6,980.00	P	e
			The Children's Aid Society	92	105	42	....	....	.....	.....	.....	.....	.....	94,000.00	P	f
			Recreation Center Committee, Community Councils	44	12	....	....	....	.....	402.08	7,383.70	.....	7,383.70	7,785.78	P	g
40	Niagara Falls	76,580	Recreation Department[38]	4	....	2	....	....	.....	350.00	6,926.00	.....	6,926.00	7,276.00	P	40
41	Oakfield	2,072	Parent Teacher Association	....	1	....	....	....	150.00	20.00	320.00	.....	320.00	490.00	M&P	41
42	Olean	21,790	Board of Education	6	8	....	....	....	.....	2,737.46	5,531.25	74.15	5,605.40	8,342.86	M	42
43	Oneida	12,000	Park and Playground Commission	3	1	....	....	1	1,400.00	1,600.00	970.00	1,030.00	2,000.00	5,000.00	M	43
44	Oneonta	15,000	Board of Education	6	4	....	4	....	500.00	250.00	1,150.00	100.00	1,250.00	2,000.00	M	44
45	Ossining[34]	13,000	Recreation Commission	5	8	1	....	....	.....	550.00	3,500.00	600.00	4,100.00	4,650.00	M	45
46	Oswego	22,647	Board of Public Works	21	19	....	....	....	1,000.00	400.00	2,400.00	14,550.00	16,950.00	18,350.00	M	46
47	Patchogue	6,134	Board of Trustees	1	....	....	....	....	371.38	109.01	226.84	.....	226.84	707.23	M	47
48	Penn Yan	5,000	Parent Teacher Association	1	1	....	....	....	.....	30.00	200.00	60.00	260.00	290.00	P	48
49	Port Chester[34]	23,000	Recreation Commission	16	8	1	....	....	.....	2,478.00	5,685.00	1,538.00	7,223.00	9,701.00	M&P	49
50	Poughkeepsie	45,000	Board of Education	2	23	....	....	....	.....	7,779.66	4,028.00	889.00	4,917.00	12,696.66	M	50
51	Purchase[34]	1,000	Purchase Community, Inc	1	1	2	....	....	1,000.00	10,000.00	4,000.00	2,000.00	6,000.00	17,000.00	P	51
52	Rensselaer	11,300	Recreation Commission	3	10	....	....	....	.....	78.44	616.81	81.90	698.71	777.15	M	52
53	Rhinecliff	400	Morton Memorial Library	....	2	2	....	....	175.00	.....	1,800.00	.....	1,800.00	1,975.00	P	53
54	Rochester	328,132	Division of Playgrounds, Bureau of Parks, Department of Public Safety	74	80	84	....	....	.....	42,644.84	136,072.92	48,747.98	184,820.90	227,465.74	M	54
			Department of Health Education, Board of Education	8	18	....	....	....	.....	.....	4,071.00	.....	4,071.00	4,071.00	M	a
55	Rome	33,000	Board of Public Works	8	10	....	....	....	800.00	1,000.00	3,700.00	.....	3,700.00	5,500.00	M	55
56	Sag Harbor	3,000	Park and Recreation Association	1	4	1	....	....	.....	.....	.....	.....	.....	.....	P	56
57	Saratoga Springs	13,000	Board of Education	2	....	....	....	....	1,462.08	1,991.63	602.32	1,815.50	2,417.82	5,871.53	M	57
58	Schenectady	98,000	Parks Department	50	32	....	....	....	.....	.....	.....	.....	.....	.....	M	58
59	Syracuse	207,007	Park Department	60	65	3	....	....	162,165.00	11,766.00	29,160.00	43,522.00	72,682.00	246,613.00	M	59
60	Tarrytown and North Tarrytown[34]	15,000	Women's Civic League	2	5	1	....	....	.....	578.87	4,080.00	.....	4,080.00	4,658.87	M&P	60
61	Troy	75,000	Recreation Department	17	14	2	....	....	.....	.....	.....	.....	.....	38,365.00	M	61
62	Utica	110,000	Department of Recreation	41	59	3	....	....	57,732.65	5,335.00	15,450.00	2,200.00	17,650.00	80,717.65	M	62
63	Watertown	32,088	Department of Public Works	11	6	....	....	....	2,000.00	.....	3,900.00	.....	3,900.00	12,975.00	M	63
64	Watervliet	17,000	City of Watervliet	6	12	....	....	....	.....	300.00	1,400.00	.....	1,400.00	1,700.00	M	64

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
6	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	3	.....	Alfred H. Pearson	...	6
7	3	18	...	...	21	2,690,239	5	.....	5	.....	1	37	1	87,419	2	58,000	2	175,000	...	.....	3	125,000	65	125,000	Joseph F. Suttner	...	7
a	...	22	...	...	22	[1]313,367	...	.....	8	14,833	...	...	...	.....	...	.....	...	.....	9	51,118	...	.....	...	.....	Carl H. Burkhardt	...	a
8	...	1	...	...	1	2,520	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. D. F. Wallace	...	8
9	...	...	...	...	...	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	F. J. Tabor	...	9
10	...	6	...	...	6	119,523	...	.....	...	.....	3	3	...	.....	...	.....	...	.....	...	.....	2	.....	6	.....	T. D. P. Aldrich	9	10
11	...	1	...	...	1	.....	...	.....	4	108,000	1	2	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	W. O. Drake	12	11
12	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	F. E. Smith	5	12
13	...	1	...	...	1	1,500	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	J. McGinness	...	13
14	...	4	...	...	4	60,444	...	.....	3	1,924	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	K. Hoeppner	5	14
15	1	3	...	1	5	57,115	...	.....	5	26,268	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Vivian O. Wills	...	15
16	...	14	...	...	14	.....	...	.....	2	.....	4	10	...	.....	1	6,500	...	.....	...	.....	1	.....	23	.....	J. F. Riley	47	16
a	...	7	...	...	7	.....	...	.....	...	.....	1	6	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Arthur Hirst	...	a
17	...	...	...	...	...	.....	...	.....	...	.....	5	6	1	.....	...	.....	...	.....	...	.....	1	.....	5	.....	Arthur B. Weaver	17	17
18	...	1	...	...	1	12,250	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	6	5,500	James H. Glenn	...	18
19	...	1	...	...	1	20,000	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Willard Anderson	1	19
20	...	5	...	...	5	[1]50,000	...	.....	...	.....	1	3	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	W. A. Gracey	...	20
21	1	6	...	...	7	90,367	...	.....	...	.....	1	4	1	27,345	...	.....	...	.....	...	.....	...	.....	4	3,062	Ruth Sherburne	8	21
a	...	...	...	3	3	68,886	1	.....	5	10,761	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Ruth Sherburne	4	a
22	1	2	...	...	3	68,868	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	.....	6	.....	Arthur E. Severn	...	22
23	...	1	...	...	1	12,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	3	3,000	E. Le Roy Cochran	4	23
24	...	4	...	...	4	40,773	...	.....	...	.....	3	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Mrs. John Campbell	...	24
25	...	4	...	...	4	12,594	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Duncan S. MacDonald	...	25
26	...	1	...	...	1	[1]6,150	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	David S. Fisk	...	26
27	...	1	...	...	1	3,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	30,000	...	.....	F. L. Powers and Earl J. Trumble	...	27
28	...	10	...	10	20	.....	...	.....	12	.....	2	6	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Edgar E. Bredbenner	...	28
a	...	1	...	...	1	.....	1	400	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Jessie B. Cooper	...	a
29	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Harry T. Watson	...	29
30	...	2	...	...	2	.....	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	H. B. Eccleston	...	30
31	1	1	...	...	2	.....	1	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	E. L. Ackley and Emma Howe	...	31
32	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Walter Ducker	...	32
33	...	6	...	...	6	73,500	...	.....	...	.....	2	6	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	B. A. McDonnell	8	33
34	...	2	...	2	4	7,200	3	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	E. J. Reifsteck	...	34
35	...	4	...	...	4	30,784	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Frederic P. Singer	2	35
36	...	6	...	8	14	91,203	...	.....	16	.....	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	H. Q. White	3	36
37	1	2	...	1	4	416,796	...	.....	1	4,856	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	8	.....	Douglas G. Miller	...	37
38	...	8	...	...	8	[1]55,350	...	.....	9	.....	3	8	...	.....	...	.....	...	.....	...	.....	...	.....	8	.....	E. A. Wilson	...	38
39	29	29	...	...	58	.....	9	393,500	...	.....	16	28	...	.....	...	.....	...	.....	...	.....	...	.....	46	5,551	James V. Mulholland	100	39
a	8	20	...	...	28	.....	...	.....	...	.....	3	37	2	.....	...	.....	3	.....	...	.....	1	.....	81	.....	John J. McCormack	...	a
b	31	9	...	...	40	11105000	...	.....	...	.....	5	53	5	100,000	1	15,000	1	78,310	...	.....	1	27,944	395	100,000	John J. Downing	40	b
c	10	14	...	...	24	.....	...	.....	...	.....	2	19	1	3,000,000	...	.....	1	300,000	...	.....	...	.....	35	20,000	John F. Murray	24	c
d	...	538	16	...	554	11029858	...	.....	118	4,379,792	12	12	...	.....	...	.....	...	.....	18	221,880	...	.....	...	.....	Eugene C. Gibney	...	d
e	1	7	...	...	8	150,000	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Evelyn R. Meyers	...	e
f	10	4	...	...	14	3,445,250	4	129,000	16	435,000	4	2	...	.....	...	.....	...	.....	...	.....	2	900	1	100	Raymond L. Anderson	...	f
g	...	11	...	...	11	.....	...	.....	18	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Frank Peer Beal	...	g
40	...	...	...	...	...	.....	...	.....	3	.....	1	9	...	.....	...	.....	1	.....	...	.....	...	.....	10	.....	E. A. Pritchard	23	40
41	...	1	...	...	1	5,000	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Michael Goldberg	3	41
42	...	6	...	...	6	136,085	...	.....	5	2,031	5	5	...	.....	...	.....	...	.....	...	.....	1	29,514	2	2,400	A. W. Buley	...	42
43	...	4	...	...	4	35,000	...	.....	...	.....	2	6	...	.....	...	.....	...	.....	...	.....	...	.....	6	1,000	Harold E. Klue	4	43
44	4	2	...	...	6	.....	...	.....	4	30,000	2	2	...	.....	...	.....	...	.....	...	.....	1	10,000	3	1,000	W. Edwin Long	6	44
45	...	4	...	...	4	10,850	1	.....	2	[2]50,000	4	3	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	Mary Mansfield Halpin	...	45
46	...	5	...	...	5	28,600	...	.....	...	.....	3	6	1	16,500	...	.....	...	.....	...	.....	...	.....	6	.....	David E. Powers and J. Francis Gill	...	46
47	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	John P. Losee	...	47
48	...	1	...	...	1	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. W. J. Tyler	...	48
49	1	5	...	...	6	.....	...	.....	2	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Doris E. Russell	...	49
50	...	6	...	...	6	64,725	...	.....	...	.....	3	5	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	Sam J. Kalloch	6	50
51	...	...	...	...	...	.....	1	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	200	Dorothy Mason	...	51
52	...	6	...	...	6	20,450	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	William J. Adams	...	52
53	...	1	...	...	1	.....	1	13,000	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	Harriett E. Woolley	...	53
54	24	12	...	...	36	2,842,801	3	20,000	...	.....	9	18	2	172,566	1	43,063	2	134,781	2	49,270	2	133,357	42	3,753	Gertrude M. Hartnett	...	54
a	...	...	...	...	...	.....	...	.....	3	11,820	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Albert H. Makin	...	a
55	...	5	...	...	5	[1]60,000	...	.....	...	.....	5	5	...	.....	...	.....	...	.....	...	.....	1	.....	8	.....	William G. Keating	...	55
56	1	...	...	...	1	10,000	...	.....	...	.....	1	2	1	.....	1	.....	...	.....	...	.....	...	.....	4	.....	William F. Young	...	56
57	...	...	...	1	1	.....	...	.....	2	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	9	.....	Patrick B. Kearney	...	57
58	...	14	...	...	14	.....	4	.....	...	.....	3	4	1	.....	...	.....	...	.....	...	.....	2	.....	74	.....	Charles J. McFaden	...	58
59	...	15	...	...	15	619,674	4	36,000	9	12,400	3	20	...	.....	2	.....	...	.....	...	.....	11	.....	77	.....	Bertha Downes	15	59
60	...	2	...	...	2	10,855	1	8,902	3	2,309	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mildred J. Oliver	...	60
61	...	10	...	...	10	217,190	1	7,389	...	.....	3	...	...	.....	...	.....	...	.....	...	.....	1	34,120	25	32,640	Paul J. Lynch	...	61
62	...	12	...	3	15	286,229	...	.....	11	.....	3	11	...	.....	...	.....	...	.....	...	.....	...	.....	10	.....	M. Esthyr Fitzgerald	...	62
63	...	3	...	...	3	51,840	...	.....	...	.....	3	3	...	.....	2	1,000	...	.....	...	.....	2	25,000	4	500	William I. Graf	...	63
64	...	4	...	...	4	70,541	...	.....	...	.....	4	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	R. J. Murray	...	64

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total		
65	Westchester County..	520,947	Westchester County Recreation Commission[39]	37	35	9	....	....	5,000.00	79,000.00	50,000.00	19,000.00	69,000.00	153,000.00	C&P	65
			Westchester County Park Commission[42]	....	....	....	....	....	....	....	....	....	....	1,115,000.00	C	a
66	Whitesboro	4,000	School Board	....	1	....	....	....	....	....	150.00	....	150.00	150.00	M	66
67	Yonkers[34]	135,000	Community Service Commission	24	45	16	10	15	....	18,459.40	41,244.00	14,145.00	55,389.00	73,848.40	M	67
	NORTH CAROLINA															
1	Canton	5,060	Champion Y. M. C. A.	1	....	....	....	....	....	250.00	900.00	300.00	1,200.00	1,450.00	P	1
2	Charlotte	88,000	Park and Recreation Commission	5	18	1	10	20	45,675.00	6,800.00	11,000.00	15,299.28	26,299.28	78,774.28	M	2
3	Durham	52,046	Recreation Commission	9	13	2	23	32	200.00	1,000.00	7,100.00	100.00	7,200.00	8,400.00	M	3
4	Gastonia	17,000	City of Gastonia and City School System	3	2	....	....	....	1,240.00	471.32	1,147.11	....	1,147.11	2,858.43	M	4
5	Goldsboro	17,500	Wayne Memorial Association and Park Commission	4	3	2	....	....	686.00	1,971.61	4,592.00	1,475.00	6,067.00	8,724.61	M&P	5
6	Greensboro	53,422	City Schools	9	6	....	....	....	....	300.00	1,000.00	....	1,000.00	1,300.00	M&P	6
7	Hamlet	4,801	Y. M. C. A.	1	....	....	....	....	127.75	118.39	270.00	....	270.00	516.14	P	7
8	High Point	36,700	Park and Recreation Commission	4	4	....	....	....	3,000.00	9,000.00	3,000.00	2,000.00	5,000.00	17,000.00	M	8
9	Lexington	10,000	Recreation Commission	3	3	1	....	....	....	200.00	2,800.00	....	2,800.00	3,000.00	M	9
10	Raleigh	40,000	Physical Education Department, Public Schools	3	3	....	....	....	....	....	....	....	....	500.00	M	10
11	Roanoke Rapids	10,000	Schools	2	3	....	....	....	....	....	150.00	350.00	500.00	500.00	M	11
12	Wilmington	32,000	Department of Public Works	....	....	....	....	....	4,500.00	2,000.00	....	10,850.00	10,850.00	17,350.00	M	12
13	Wilson	44,914	County and City Schools	....	1	....	....	....	....	....	....	....	....	300.00	M	13
14	Winston-Salem	75,288	Department of Physical Education and Recreation, Board of Education	18	13	....	....	....	5,000.00	5,330.00	8,000.00	4,500.00	12,500.00	22,830.00	M	14
	NORTH DAKOTA															
1	Bismarck	11,088	City of Bismarck and County of Burleigh	3	1	....	....	4	220,000.00	1,105.65	400.00	1,322.31	1,722.31	[41]222,827.96	M&C	1
2	Fargo	30,000	Park District	5	7	....	....	....	905.00	4,002.98	3,174.90	8,005.97	11,180.87	16,008.85	M	2
3	Grand Forks	20,000	Board of Park Commissioners	5	4	....	....	....	1,127.00	2,449.00	....	....	7,110.00	10,686.00	M	3
4	Jamestown	8,250	Park Board	2	4	....	....	....	600.00	....	....	....	....	3,105.00	M	4
5	Lisbon	1,670	Board of Park Commissioners	1	....	....	....	....	500.00	500.00	....	....	500.00	1,500.00	M	5
6	Minot	18,000	Park Board	....	....	....	....	....	500.00	250.00	....	5,400.00	5,400.00	6,150.00	M	6
7	New Rockford	2,296	Parent Teacher Association and Kiwanis Club	....	....	....	2	2	....	....	....	....	....	....	P	7
8	Valley City	5,260	Park Board	....	....	....	....	....	....	....	....	....	....	....	M	8
	OHIO															
1	Akron	255,040	Department of Recreation	1	....	1	....	....	....	3,000.00	1,200.00	....	1,200.00	4,200.00	M	1
			Department of Health and Physical Education, Board of Education	12	10	....	....	....	1,000.00	1,000.00	4,500.00	1,000.00	5,500.00	7,500.00	M	a
2	Athens	7,000	Physical Education Department, Ohio University	....	....	....	....	3	....	....	....	....	....	....	P	2
3	Bedford	7,500	Board of Education	2	3	....	....	....	....	1,816.46	2,771.60	....	2,771.60	4,588.06	M	3
4	Bellaire	14,500	Y. M. C. A.	3	2	....	....	....	250.00	....	....	....	....	3,250.00	P	4
5	Bellefontaine	9,900	City Recreation Commission	2	8	....	....	....	....	80.00	720.00	....	720.00	800.00	M	5
6	Bluffton	2,000	Board of Education and Harmon Field Committee	2	....	....	....	....	....	150.00	200.00	....	200.00	350.00	M	6
7	Canton	110,000	Recreation Department	20	22	5	....	....	13,681.24	12,253.22	18,116.54	3,472.81	21,589.35	47,523.81	M	7
8	Chillicothe	19,000	Board of Park Commissioners	1	....	....	....	....	841.81	771.61	225.00	....	225.00	1,838.42	M	8
9	Cincinnati	450,000	Public Recreation Commission	138	68	7	[40]687	....	350,000.00	36,504.06	81,113.23	43,632.07	124,745.30	511,249.36	M	9
10	Cleveland	900,429	Division of Recreation, Department of Parks and Public Property	243	66	33	....	....	991,003.00	48,560.00	125,543.00	387,903.00	513,446.00	1,553,009.00	M	10
			Department of Playgrounds and Community Centers, Bureau of Physical Welfare, Board of Education	198	170	5	....	....	2,000.00	10,950.00	100,506.00	28,034.00	128,540.00	141,490.00	M	a
			Hiram House	9	11	....	....	....	13,372.39	1,855.14	3,255.56	43.95	3,299.51	18,527.04	P	b
11	Cleveland Metropolitan Park District	1,250,000	Board of Park Commissioners[43]	....	....	....	....	....	....	....	....	....	....	23,082.04	M	11
12	Cleveland Heights	50,190	Division of Public Recreation, Board of Education	59	45	3	31	8	32,001.00	4,284.61	24,091.92	4,364.50	28,456.42	64,742.03	M	12
13	Columbus	323,250	Division of Public Recreation	120	25	6	....	....	6,023.73	12,590.35	36,840.50	24,728.30	61,568.80	80,182.88	M	13
14	Conneaut	10,000	American Legion Community Home	3	4	....	....	....	....	2,500.00	2,000.00	400.00	2,400.00	4,900.00	P	14
15	Crestline	4,800	Park Board appointed by Chamber of Commerce	....	....	....	....	....	....	200.00	....	500.00	500.00	700.00	....	15
16	Dayton	225,000	Bureau of Recreation, Division of Parks, Department of Public Welfare	15	13	8	....	....	175,445.50	39,229.05	21,342.20	53,338.10	74,680.30	289,354.85	M	16
17	East Liverpool	23,000	City Federation of Women's Clubs	1	1	....	....	....	300.00	110.00	380.00	....	380.00	790.00	M&P	17
18	Elyria	26,500	Park Commission	....	....	....	....	....	....	....	....	....	....	3,500.00	M	18
19	Fremont	15,000	City of Fremont and School Board	2	1	....	....	....	1,700.00	355.00	645.00	300.00	945.00	3,000.00	M&P	19
20	Hamilton	52,000	Department of Parks and Recreation	....	....	....	....	....	....	....	....	....	....	27,477.65	M	20
21	Kent	8,650	Board of Education	1	....	....	....	....	....	50.00	150.00	....	150.00	200.00	M	21
22	Lakewood	72,000	Department of Public Recreation, Board of Education	37	24	2	....	....	....	2,634.94	17,375.85	7,500.00	24,875.85	27,510.79	M	22
23	Lima	42,000	Department of Recreation	42	32	....	16	5	....	1,306.33	7,382.21	514.78	7,896.99	9,203.32	M	23
24	London	4,200	School Board	1	....	....	....	....	....	200.00	250.00	....	250.00	450.00	M	24
25	Lorain	45,000	Board of Education	7	2	....	....	....	....	500.00	2,500.00	....	2,500.00	3,000.00	M	25
26	Lyndhurst	2,000	Recreation Committee	....	....	....	....	12	....	....	....	....	....	....	P	26
27	McDonald	3,281	Carnegie Steel Company	1	1	....	....	....	....	....	....	....	....	....	P	27
28	Mansfield	35,000	Recreation and Playground Board	8	7	....	....	....	....	1,100.00	3,000.00	100.00	3,100.00	4,200.00	M	28
29	Marietta	14,500	Y. M. C. A.	3	2	....	....	....	....	678.00	976.00	....	976.00	1,654.00	M	29
30	Martins Ferry	15,000	Playgrounds Association	1	3	....	....	....	....	500.00	50.000	....	500.00	1,000.00	M	30

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
65									1																George Hjelte		65
a											3	10	5				4				3				James Owen		a
66		1			1																				Frances N. Gale		66
67	3	24			27		7	19,775	20	61,500	2	6							2	1,212			19	10,488	James F. McCrudden	29	67
1							1	30,000				1							1	25,000			1	1,200	G. C. Suttles		1
2				12	12	452,522	1				4	6			1								12		Walter J. Cartier	23	2
3		13			13	55,294	3	10,000	1	2,000	1	5							1	16,500	2	1,500	5	1,000	C. R. Wood		3
4		5			5	69,000					5	5											1		W. L. Balthis		4
5		2			2	100,000	1	91,227			1	1									1	9,500	3	4,000	R. C. Robinson		5
6		17			17	44,000					10	11											1		A. P. Routh	18	6
7		1			1	5,618																			J. H. Bowen		7
8		4	5		9							8													W. F. Bailey	8	8
9		3	4		7							3											4		J. M. Neese	5	9
10		3			3	7,526					3														Dorothy Nash	3	10
11			1	3	4	11,500					2	2							1		1		4		C. W. Davis		11
12											2	2	1				1						8		M'Kean Maffitt	5	12
13																			1	1,200					K. R. Curtis		13
14		15			15	191,680					3	13							2	18,863	3	40,345	61		Loyd B. Hathaway	22	14
1		3			3	3,840						1									1		2		M. H. Atkinson	10	1
2		4			4							3					1	23,826	2	17,406			3		F. G. Storrs		2
3	3			6	9	18,660					1	4					1	15,402			1		11		M. B. Kannowski	2	3
4		3			3	3,500																	4		James A. Murphy	8	4
5											1	1	1	20,000									1	50	C. G. Mead	8	5
6											4				1						1		12		C. A. Wilson	21	6
7		2			2						1	1	1										2		Harry R. Harris	5	7
8											1	1	2												W. T. Craswell		8
1											7						1								Jean Smith		1
a		11			11	285,453													2	25,092			4	12,960	Milton H. Seitz		a
2	1				1						1	1											3		Arthur H. Rhoads	1	2
3		5			5						1	2											3		R. P. Orchard	5	3
4		2			2	3,500			1	750	2	2											2	200	V. H. Whipple		4
5		6			6	28,000						6											2		F. M. Henry	6	5
6		1			1						1	1			1								2		I. B. Beeshy		6
7		14			14	358,082			15	23,302	1	3									3	107,880	7	35,200	C. W. Schnake	28	7
8		1			1	1,500					1	1											6	15,000	John C. Wilkins, Jr.	10	8
9		28			28	832,644	1		25		1	35					1	30,716	8	100,394	34		53	214,848	Will R. Reeves	47	9
10		36			36	1286,436	7	1,800,000				79	2				2	77,696	4		5	578,722	79		John H. Gourley		10
a		28		24	52				28	228,283									2				1		G. I. Kern		a
b	1				1	155,452			6	103,152		1													Mary E. Gilbert		b
11												2	2		1	27,611	1	80,597							W. A. Stinchcomb		11
12		1		8	9	132,394			13	81,745	1	2							1	13,488	1	99,564	18	31,695	Earle D. Campbell		12
13		27			27	395,387	4	115,286	15	52,006	3	55							1	31,973	1	1,071	1	18,302	55	Grace English		13
14		2			2		1				2	2	1												R. H. Stone	10	14
15											1	1									1				C. A. Stephan		15
16	3	18			21	779,862	5	8133,788	12		2	11	1				3				1	13,855	53		Paul F. Schenck	21	16
17		1			1	16,200																			J. A. Monasky	1	17
18												1									1	72,000	5		Frank Wilford	3	18
19		3			3	40,000					3	6											5	180	Howard Laub	3	19
20											2	14					1	18,595			1	19,888	9		L. J. Smith	20	20
21		1			1						1	2											3		L. F. Felsted		21
22	5	3			8	204,804			8	8,699	1	3							1	12,528			16		Sophie T. Fishback		22
23		9			9	128,238			2	887	1	12	1	11,670											H. G. Danford	11	23
24		1			1	50,000					1	1											2	300	J. von Kanel		24
25		6			6						6	6	1										10		George Daniel	6	25
26									2	18,500	2	3									1		2		Mrs. Elsie Deming		26
27		1			1	18,172																	2		A. R. Mathieson		27
28		7			7	58,750						6											5		Philip Smith		28
29		4			4	45,719						4											3	1,000	R. T. Veal	4	29
30		3			3	56,000																			A. T. Selby		30

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total		
	OHIO—Cont.														
31	Massillon	27,000	Playground Association	7	6	....	14	13	200.00	535.00	2,698.00	.....	2,698.00	3,433.00	M	31
32	Miamisburg	6,000	Community Welfare Association	2	....	....	....	....	.....	.....	.....	.....	.....	225.00	P	32
33	Middletown	30,000	Civic Association and Park Board	8	8	....	....	....	1,000.00	800.00	2,300.00	700.00	3,000.00	4,800.00	M&P	33
34	Mingo Junction	5,030	Carnegie Steel Company	2	3	....	....	....	.....	.....	.....	.....	.....	.....	P	34
35	Newark	30,596	Board of Education	7	2	....	....	....	.....	853.22	2,546.32	2,093.66	4,638.98	5,492.20	M	35
36	Niles	18,000	Recreation Service	2	8	1	....	....	579.64	1,219.05	3,780.00	185.85	3,965.85	5,764.54	M	36
37	North Canton	2,600	Y. M. C. A.	1	....	....	....	....	.....	.....	.....	.....	.....	450.00	P	37
38	Oakwood	452	Board of Education	1	....	....	1	....	.....	.....	.....	.....	.....	.....	M	38
39	Piqua	17,000	Board of Education	7	6	....	15	12	.....	210.00	1,050.00	.....	1,050.00	1,260.00	M&P	39
40	Rocky River	5,632	Park Committee	1	....	....	....	....	.....	.....	.....	375.00	375.00	911.29	M	40
41	Salem	10,000	World War Community Building Association	4	2	2	....	....	1,500.00	4,130.00	6,420.00	1,500.00	7,920.00	13,550.00	M&P	41
42	Shaker Heights	17,500	Board of Education	6	4	....	....	....	.....	.....	2,500.00	500.00	3,000.00	3,000.00	M	42
43	Springfield	70,000	Playgrounds Association Park Board	9	5	....	....	15	.....	1,740.50	2,045.00	100.00	2,145.00	3,885.50 11,291.57	M&P M	43 a
44	Steubenville	40,000	Recreation Board	9	6	2	1	....	68,035.37	3,347.85	7,700.00	10,633.90	18,333.90	89,717.12	M	44
45	Toledo	290,718	Division of Recreation, Department of Welfare [18]Frederick Douglas Community Association	59 3	23 2	2 5	 3	 4	69,096.62	3,286.83 4,410.58	15,540.00 4,946.00	52,569.73 2,000.00	68,109.73 6,946.00	140,493.18 11,356.58	M P	45 a
46	Toronto	8,500	Recreation Board	3	3	....	....	....	1,639.37	93.36	.....	.....	1,772.50	3,505.23	M	46
47	Vermilion	1,500	Board of Education	1	....	....	....	....	.....	1,000.00	450.00	.....	450.00	1,450.00	M	47
48	Warren	40,000	Packard Park Commission	3	3	....	....	....	.....	800.00	250.00	800.00	1,050.00	1,850.00	M	48
49	Wooster	12,000	Public Schools	2	2	....	....	....	.....	.....	800.00	.....	800.00	800.00	M&P	49
50	Youngstown	170,002	Park Department Mill Creek Park Commission Playground Association Carnegie Steel Company	16 6 18 1	10 1 6 2	.... 1 2	....	....	43,500.00 12,525.45	4,000.00 31,279.34 1,700.00	11,100.00 6,938.55 6,800.00	50,000.00 33,452.27	61,100.00 40,390.82 6,800.00	108,600.00 84,195.61 8,500.00	M M P P	50 a b c
51	Zanesville	38,000	Playground Association	3	6	....	....	....	.....	.....	1,625.00	.....	1,625.00	2,000.00	M	51
	OKLAHOMA															
1	Bartlesville	16,000	Chamber of Commerce	1	....	....	1	....	50,000.00	100.00	550.00	.....	550.00	[44]50,650.00	M&P	1
2	Blackwell	12,000	Park Department	2	2	....	....	....	.....	1,500.00	.....	.....	1,568.00	3,068.00	M	2
3	Cherokee	2,600	City of Cherokee	1	....	....	....	....	.....	.....	150.00	.....	150.00	150.00	M	3
4	Clinton	7,512	Chamber of Commerce and City	1	....	....	....	....	250.00	.....	150.00	.....	150.00	400.00	M&P	4
5	Oklahoma City	200,000	Board of Education	14	22	....	9	9	.....	4,000.00	8,200.00	6,000.00	14,200.00	18,200.00	M	5
6	Okmulgee	18,000	Board of Education and American Legion	1	....	....	....	....	3,400.00	236.00	750.00	.....	750.00	4,386.00	P	6
7	Sapulpa	11,000	City Park Board	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M	7
8	Shattuck	1,500	Methodist Episcopal Church	1	1	....	....	....	.....	500.00	600.00	.....	600.00	1,100.00	P	8
9	Tulsa	140,000	Park Department	20	13	3	....	....	.....	.....	14,650.00	5,000.00	19,650.00	19,650.00	M	9
	OREGON															
1	Ashland	5,000	Park Board	....	1	....	....	....	.....	50.00	225.00	.....	225.00	275.00	M	1
2	Bend	8,821	Harmon Field Committee and School Board	1	2	....	....	....	850.00	80.00	700.00	180.00	880.00	1,810.00	M&P	2
3	Eugene	18,901	Playground and Community Service Commission	7	5	....	....	....	250.00	567.94	2,099.60	60.00	2,159.60	2,977.54	M	3
4	Grants Pass	4,870	Park Department, City Council	....	....	....	....	....	1,099.76	2,320.17	.....	2,872.10	2,872.10	6,292.03	M	4
5	Ontario	2,000	City of Ontario	1	....	....	3	....	.....	50.00	225.00	.....	225.00	275.00	M	5
6	Oregon City	8,000	City and City Schools	....	1	....	....	....	.....	.....	500.00	.....	500.00	500.00	M	6
7	Pendleton	6,534	Playground Committee, Parks Commission Rotary Club	 1	3	....	....	....	.....	310.50	687.50	.....	687.50	998.00 1,350.00	M P	7 a
8	Portland	301,890	Bureau of Parks, Playground Division Board of Education	28 3	31 3	9	....	....	43,966.29	11,966.67	31,530.75	24,611.67	56,142.42	112,075.38	M	8 a
9	Salem	26,266	Playground Board	2	3	....	....	....	.....	200.00	1,000.00	.....	1,000.00	1,200.00	M	9
10	Silverton	4,500	Park Committee, City Council	....	....	....	....	....	.....	.....	.....	100.00	100.00	100.00	M	10
11	The Dalles	5,807	City Council	....	....	....	....	....	.....	.....	.....	200.00	200.00	200.00	M	11
	PENNSYLVANIA															
1	Allegheny County	700,000	Bureau of Parks[45]	3	1	....	....	....	10,000.00	3,000.00	2,400.00	500.00	2,900.00	15,900.00	C	1
2	Allentown	104,000	Recreation Commission and School District	15	26	1	10	18	15,000.00	3,028.98	7,562.01	1,463.40	9,025.41	27,054.39	M	2
3	Altoona	87,000	Park and Recreation Commission	15	17	2	....	....	2,399.16	4,419.36	13,340.50	795.40	14,135.90	20,954.42	M&P	3
4	Ambridge	22,000	Playground Association	....	6	....	....	....	.....	.....	.....	.....	.....	2,000.00	P	4
5	Avalon	6,000	Borough Council	1	....	....	....	....	42,000.00	200.00	260.00	2,150.00	2,410.00	44,610.00	M	5
6	Beaver Falls	17,140	School District	1	7	....	....	....	.....	500.00	1,500.00	.....	1,500.00	2,000.00	M	6
7	Bethlehem	58,000	Public Schools Department of Parks and Public Property	3 1	16	....	....	....	.....	433.80 5,000.00	2,188.50 500.00	.....	2,188.50 2,500.00	2,622.30 7,500.00	M M	7 a
8	Blairsville	5,296	Borough of Blairsville	2	....	....	....	....	1,298.47	285.22	.....	.....	500.15	2,083.84	M	8
9	Boyertown	4,000	American Legion Memorial Park Association	....	....	....	....	....	.....	.....	.....	.....	.....	.....	P	9
10	Bradford	18,525	Department of Parks and Public Property	....	1	....	....	....	.....	.....	200.00	.....	200.00	2,300.00	M	10
11	Bristol	11,799	Travel Club	....	2	....	....	....	.....	40.00	170.00	30.00	200.00	240.00	P	11
12	Carbondale	20,000	Community Service	1	6	....	....	....	.....	.....	1,300.00	.....	1,300.00	1,300.00	M	12
13	Carlisle	12,692	Borough of Carlisle and School Board	5	6	....	....	....	.....	389.09	1,121.25	.....	1,121.25	1,510.34	M	13
14	Chester	70,000	Recreation Board	....	25	....	....	....	.....	189.50	2,710.50	.....	2,710.50	3,000.00	M	14
15	Chester County	120,000	Chester Co. Health and Welfare Council, Commission on Recreation[47]	....	1	1	....	....	.....	.....	.....	.....	.....	6,000.00	C	15
16	Clairton	15,295	Woman's Club	3	12	....	....	....	.....	300.00	2,120.00	.....	2,120.00	2,420.00	M	16
17	Clearfield	10,000	Y. M. C. A.	3	4	....	....	....	200.00	446.49	1,095.80	.....	1,095.80	1,742.29	M&P	17

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
31		6			6	[1]105,320					6	5							1		1		1		H. R. Smith		31
32											1	1									1		1		Annabelle Brown		32
33		6			6	92,000					4	3	1								1		2		D. W. Jacot	8	33
34		4			4	108,680					1												4		A. R. Mathieson		34
35		7			7						2	2									1		13		L. G. Millisor		35
36		6			6	52,130			2	5,256	1	2							1						W. G. Llewellyn	8	36
37		2			2				1	45,000	2	4									1		3		C. B. Williams		37
38							1		1		1	2													R. M. Weible		38
39		7			7	35,000					3	3											5		Raymond S. Mote	7	39
40													1												Frank Mitchell		40
41		2			2	46,000	1	20,000				1											2		Joe M. Kelly	4	41
42		2			2	8,000					8	6											15		Charles A. Thornton	8	42
43		9			9	141,594						7											10		Oliver S. Matheny		43
a																	1	23,069							Oliver S. Matheny		a
44		5			5	111,429					2	5			1	15,030					1	59,079	2	1,908	Homer Fish		44
45		16			16	294,113	7	965,000			2	15	1		1	25,000	2	130,880			8	275,162	31	76,454	R. W. Betchtel	76	45
a							1																		Calvin K. Stalnaker		a
46		3			3						2	2											2		H. N. Campbell		46
47		1			1	5,850			1	1,050	1	1											6	1,140	George R. Snyder	1	47
48		5			5						1	3									1		10		F. C. Jones		48
49		4	2		6	10,000			2	1,100	1								1	1,100			1	60	G. C. Maurer	6	49
50		10			10	[1]40,000						7			1	22,525					2	137,000	36		Lionel Evans		50
a				1	1	111,478						1					1	55,711					8	15,830	F. E. Hughes		a
b		6			6																				John H. Chase		b
c		2			2	51,153																	7		A. R. Mathieson		c
51		4			4	40,000					4	4											4		M. M. Shamp	4	51
1		1			1	19,500					3	5	1								1		6		C. C. Custer	3	1
2			1	2	3				3		1	2	1		1						1		6		Dwight Randall		2
3		1			1						1	2									1		1		Rev. L. Herbert Reynolds	2	3
4		1			1						2										1		2		Tim T. Warren		4
5		12			12	82,000			12	20,600	10	10							5	60,000			8	2,000	Herschell Emery	10	5
6		1			1	25,000					1	1											8	1,000	J. R. Holmes		6
7				4	4	6,000					1	1					1						2		W. M. Chambers		7
8		1			1	25,000																			J. M. Carpenter		8
9		11			11	310,206	1					5					1	46,000			2	74,196	27	56,000	Roy U. Lane	13	9
1		1			1														1						Louise A. Perozzi		1
2		1	5		6	1,170	1		1		1	5											7		G. W. Ager	6	2
3		5			5	49,989					5										1				Frances E. Baker		3
4													1										2		C. R. Duer	1	4
5									1		1	1			1						1		1		J. R. Davenport		5
6		1			1																				Roy W. Glass		6
7		3			3	10,670																	2		Mrs. E. B. Aldrich	3	7
a																					1				B. A. Davis		a
8		24			24	943,932	4	135,358			2	13			1	43,495	2	306,460			7	674,105	59		Katherine E. Funk		8
a																			3						Robert Krohn		a
9		3			3	15,000					3	3	1								1		4		C. A. Kells	3	9
10											1	1									1		1		George W. Hubbs		10
11											1	1	1										1		Judd S. Fish		11
1												5	1				2				1		16		Paul B. Riis		1
2		21			21	475,258					4	12	3	129,907	1	[2,100					2	75,000	2	3,400	Irene Welty and Ralph D. Wetherhold	21	2
3		14		7	21	[46]182,233					1	2									2	127,500			W. T. Reed		3
4		5			5	[1]60,333																			Laura F. Sairs		4
5																					1	15,000			Joseph N. Arthur		5
6		3			3	25,000					1	1													James L. Wasson		6
7		14			14							1							1	9,863			8	729	W. H. Weiss		7
a											2	2									1	30,000			Ario Wear		a
8																					1				Robert E. Borland		8
9																					1				Henry K. Grim		9
10		1			1	7,200					1	1											2		Griffith A. Herold		10
11		1			1	4,250																			Jane W. Rogers		11
12		6			6						1	3													H. M. Bender		12
13		5			5	[1]29,700					2	5	1												George P. Searight		13
14		13			13																				Walter H. Craig		14
15							1																		Mary L. Flynn		15
16		8			8	53,837					1	8													S. J. Sherry	8	16
17		4			4	71,586	1				1	4							1						W. H. Kent		17

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	Paid Workers Exclusive of Caretakers: No. of Women	Paid Workers Exclusive of Caretakers: No. Employed Full Time Year Round	Volunteer Workers: No. of Men	Volunteer Workers: No. of Women	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Expenditures Last Fiscal Year: Upkeep, Supplies and Incidentals	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Other Services	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: Total	Source of Financial Support†	No. of City
	PENNSYLVANIA–Cont.															
18	Coatesville	15,000	Department of Parks and Public Property	8	7	1				5,156.00	2,844.00		2,844.00	8,000.00	M	18
19	Conshohocken	10,000	Community Center	4	2	2	20	40	720.00	1,730.00	4,780.00	550.00	5,330.00	7,780.00	M&P	19
20	Corry	7,200	Public Schools	2	2						285.00		285.00	285.00	M	20
21	Crafton	8,000	School District	1	2					50.00	650.00	200.00	850.00	900.00	M	21
22	Dunmore	27,000	Park Commission	1						2,736.71	600.00		600.00	3,336.71	M	22
23	Duquesne	21,396	Carnegie Steel Company	5	8										P	23
24	Easton	40,000	School District	6	4				500.00	150.00	2,000.00	150.00	2,150.00	2,800.00	M	24
25	Ellwood City	14,000	Playground Commission	2	9				256.33	401.05	1,903.50		1,903.50	2,560.88	M	25
26	Erie	116,000	School District, Park Commission and Water Board	37	10	1				12,652.00	10,804.00	9,710.24	20,514.24	33,166.44	M	26
27	Etna	7,493	Carnegie Steel Company		2										P	27
28	Greencastle	2,500	Jerome R. King Playground Association	1				1		180.63	450.00	271.63	721.63	902.26	P	28
29	Greensburg	18,000	Playground Association	9	6					1,000.00	2,000.00	500.00	2,500.00	3,500.00	M&P	29
30	Greenville	8,000	Playground Association	3	4					500.00	800.00		800.00	1,300.00	P	30
31	Grove City	6,000	Women's Civic Club	1	3					105.00	280.00	115.00	395.00	500.00	M	31
32	Harrisburg	90,000	Bureau of Parks	14	19					5,900.00	4,792.00		4,792.00	10,692.00	M	32
			Public Schools	4	3		17	5		250.00	2,870.00	1,260.00	4,130.00	4,380.00	M	a
33	Haverford	17,000	Community Center	1	2	2	8	10		1,417.35	3,530.95		3,530.95	4,948.30	M&P	33
34	Hazleton	36,800	Recreation Commission	1	15									2,700.00	M	34
35	Homestead	20,141	Carnegie Steel Company	2	2										P	35
36	Huntingdon	8,000	Municipal Playground Association	2	2				400.00	500.00	700.00		700.00	1,600.00	M&P	36
37	Johnstown	66,886	Municipal Recreation Commission	23	28	3			1,100.00	3,428.41	9,914.60	5,021.18	14,935.78	19,464.19	M	37
38	Lancaster	63,000	Recreation & Playground Association	25	27	2	14	24		6,275.00	8,500.00		8,500.00	14,775.00	M&P	38
39	Latrobe	10,000	Civic Club	1	3				200.00	206.21	640.00		640.00	1,046.21	M&P	39
40	Lebanon	25,561	Progressive Playgrounds Association	1	1					425.00	550.00	125.00	675.00	1,100.00	M&P	40
			Southeastern Playground Association	1	1				212.19	406.99	479.50	31.20	510.70	1,129.88	M&P	a
41	Lock Haven	9,657	Playground Association		4					150.08	440.00	86.29	526.29	676.37	M	41
42	McKeesport	56,000	Department of Public Property	12	21					3,334.96			5,704.52	9,039.48	M	42
43	Marcus Hook	5,000	Century Club		2						115.00		115.00	115.00	M	43
44	Mauch Chunk and E. Mauch Chunk	8,500	Women's Interborough Club	1	1									2,600.00	P	44
45	Meadville	16,000	Playground Association	3	4					256.28	990.00	24.78	1,014.78	1,271.06	M&P	45
46	Mechanicsburg	5,647	Park Board	1	1					1,296.87	580.00	994.06	1,574.06	2,870.93	M	46
47	Milton	10,000	School District	1							200.00		200.00	200.00	M	47
48	Monaca	5,000	Board of Education	1						85.00	500.00	15.00	515.00	600.00	M	48
49	Monessen	27,341	School Board, City Council and Chamber of Commerce	3	11				4,000.00	947.09	1,982.00	30.87	2,012.87	6,959.96	M&P	49
50	Monongahela	8,664	Recreation Commission		2					150.00	1,050.00	1,655.00	2,705.00	2,855.00	M&P	50
51	Nanticoke	26,000	School Board	1	1						250.00		250.00	250.00	M	51
52	New Castle	50,000	Recreation Board	1	9									19,930.17	M	52
			Carnegie Steel Company	1	3										P	a
53	New Kensington	20,000	School District	2	4					320.00	500.00	490.00	990.00	1,310.00	M	53
54	Norristown	36,000	School Board	1	4					200.00	1,000.00		1,000.00	1,200.00	M	54
55	Oakmont	3,000	Women's Club		1					75.00	175.00		175.00	250.00	P	55
56	Oil City	22,000	Recreation Board	2	3					146.50	500.00	937.15	1,437.15	1,583.65	M&P	56
57	Palmerton	8,500	Sociological Department, New Jersey Zinc Company	5	10	4	55	80							P	57
58	Philadelphia	2,097,346	Bureau of Recreation, Department of Public Welfare	223	221	154		1	38,023.17	77,756.52	253,082.09	217,555.11	470,637.20	586,416.89	M	58
			Division of Physical and Health Education, Board of Education	83	146	1			1,109.04	7,819.30	15,382.50	101,632.44	117,014.94	125,943.28	M	a
			Playgrounds Association	25	25	7				2,778.79	18,025.78	5,268.59	23,294.37	26,073.16	P	b
			Smith Memorial Playgrounds	10	16	19				16,790.76	34,037.63	9,226.25	43,263.88	60,054.64	P	c
			Lillie G. Newton Foundation	3	4					613.50	5,983.49	300.00	6,283.49	6,896.99	P	d
			Children's Playhouse, Fairmount Park	5	3	2				5,941.21	3,954.00	5,687.75	9,641.75	15,582.96	P	e
59	Phoenixville	12,000	Recreation Commission	6	8	1		1						6,148.15	M	59
60	Pittsburgh	669,817	Bureau of Recreation, Department of Public Works	111	74	36			153,687.13	56,840.15	102,583.65	76,875.20	179,458.85	389,986.13	M	60
			Bureau of Parks, Department of Public Works											53,000.00	M	a
			Department of Hygiene, Board of Education	9	9					493.38	4,410.00	1,440.00	5,850.00	6,343.38	M	b
			Bureau of Police, Department of Public Safety							3,500.00			6,157.00	9,657.00	M	c
			Civic Club	2	1					3,186.00	3,220.00		3,220.00	6,406.00	P	d
61	Pittsburgh, No. Side	210,000	Playground and Vacation School Association, Inc.	45	142	4	2	50		9,099.13			29,300.15	38,399.28	M&P	61
62	Pottstown	19,000	Public Schools	1	3					15.00	200.00	315.00	515.00	530.00	M	62
63	Pottsville	25,000	Playground Committee	2	2					35.59	135.00		135.00	170.59	P	63
64	Reading	111,186	Department of Public Playgrounds and Recreation	46	41	5	22	54	2,591.96	8,154.10	20,178.63	7,255.89	27,434.52	38,180.58	M&P	64
65	Red Lion	5,000	Lion's Club		2					50.00	100.00		100.00	150.00	M&P	65
66	Rochester	8,100	School District	1							250.00	50.00	300.00	300.00	M	66
67	St. Lawrence	800	Parent Teacher Association	1	1					12.75	140.00		140.00	152.75	P	67
68	St. Marys	7,436	Junior Welfare Committee	3	1					257.97	1,582.82		1,582.82	1,840.79	P	68
69	Schuylkill Haven	6,200	Playground Committee		2					30.33	275.00		275.00	305.33	P	69
70	Scranton	143,433	Bureau of Recreation	27	36	13			7,200.00	13,525.00	26,500.00	20,305.00	46,805.00	67,530.00	M	70
71	Souderton	3,800	Playground Association	6	1		9	8	300.00	1,300.00	800.00	600.00	1,400.00	3,000.00	P	71
72	Steelton	13,240	Parks and Playground Commission	4	5					311.71	1,387.96		1,387.96	1,699.67	M&P	72
73	Stroudsburg	6,000	Playground Association	1	1					73.58	335.00	16.00	351.00	424.58	M&P	73
74	Sunbury	16,000	Trustee of Oppenheimer Pleasure Ground	4	3					2,851.93	2,087.50		2,087.50	4,939.43	P	74

RECREATION STATISTICS FOR 1930

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
18	1	2	...	1	4	122,489	1	14,767	...	.....	3	8	2	.....	...	.....	...	.....	...	.....	1	14,767	13	.....	Chester Ash.....	6	18
19	...	2	...	...	2	36,269	1	63,868	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	Ian Forbes.....	3	19
20	...	5	1	...	6	.....	...	.....	1	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Ralph S. Dewey.....	5	20
21	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	M. B. Wenrich.....	4	21
22	...	1	...	...	1	8,600	...	.....	1	2,300	2	2	...	.....	...	.....	...	.....	...	.....	1	5,600	...	.....	J. R. Gilligan.....	2	22
23	...	4	...	...	4	145,859	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. R. Mathieson.....	...	23
24	...	6	...	...	6	12,000	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	2	.....	6	.....	W. A. Siemons.....	...	24
25	...	4	...	...	4	22,000	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Helen M. Wilson.....	4	25
26	...	10	...	...	10	[1]185,403	1	13,600	15	178,448	3	11	3	.....	1	.....	1	.....	2	.....	1	.....	24	.....	D. G. Evans.....	...	26
27	...	1	...	...	1	30,442	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. R. Mathieson.....	...	27
28	...	1	...	...	1	21,824	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	B. S. Whitmore.....	1	28
29	...	8	...	...	8	77,464	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	1	6,145	...	.....	...	.....	A. W. Leeking.....	8	29
30	...	3	...	...	3	12,000	...	.....	1	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	J. B. Stoeber.....	...	30
31	...	3	...	...	3	[1]9,000	...	.....	...	.....	2	...	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	H. M. B. Lehn	4	31
32	...	17	...	...	17	.....	...	.....	...	.....	1	1	1	259,500	1	7,120	...	.....	...	.....	...	.....	22	37,460	V. Grant Forrer	...	32
a	...	...	...	10	10	16,856	...	.....	8	9,431	4	4	...	.....	...	.....	...	.....	...	.....	...	.....	20	.....	C. E. Zorger.....	...	a
33	...	1	...	...	1	12,094	1	27,611	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	Anne L. Flanders.....	...	33
34	...	9	...	...	9	10,500	...	.....	...	.....	4	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. V. McGeehan.....	6	34
35	...	2	...	...	2	66,397	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	A. R. Matheison.....	...	35
36	...	2	...	...	2	1,500	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	1	.....	...	.....	8	.....	E. R. Barclay.....	...	36
37	...	24	...	...	24	.....	1	.....	1	.....	5	5	1	.....	...	.....	...	.....	...	.....	1	.....	8	.....	George S. Fockler.....	28	37
38	...	19	...	...	19	315,986	...	.....	2	11,000	2	...	...	.....	...	.....	...	.....	...	.....	...	.....	36	.....	G. D. Brandon.....	19	38
39	...	3	...	...	3	27,600	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. H. A. Pepperday.....	...	39
40	...	1	...	...	1	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	E. F. Frank.....	...	40
a	...	1	...	...	1	16,750	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Paul E. Kuhlman.....	...	a
41	...	4	...	...	4	2,569	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	Mrs. W. T. Betts.....	...	41
42	...	10	...	...	10	115,440	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	126,450	...	.....	John F. Alderin.....	10	42
43	...	1	...	...	1	5,400	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. N. J. Thornton.....	...	43
44	...	2	...	...	2	[1]6,960	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	1	.....	Mrs. L. L. Rauch.....	...	44
45	...	3	...	...	3	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. E. A. Walton.....	...	45
46	...	2	...	1	3	.....	...	.....	...	.....	2	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	John Robertson.....	...	46
47	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Carl Millward.....	...	47
48	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	L. C. French.....	1	48
49	...	7	...	...	7	[1]85,392	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. W. Day, M.D.....	7	49
50	...	3	...	...	3	27,460	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	Mrs. Carl E. Gibson.....	...	50
51	...	1	...	...	1	2,785	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. P. Diffendafer.....	...	51
52	...	6	...	...	6	.....	...	.....	...	.....	7	12	1	500	...	.....	1	12,000	2	1,000	...	.....	8	2,000	Nicholas R. Casillo.....	24	52
a	...	1	...	...	1	143,988	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	A. R. Mathieson.....	...	a
53	...	2	...	...	2	30,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Elizabeth Morgan.....	1	53
54	...	3	...	...	3	[1]14,400	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Leslie C. Steele.....	...	54
55	...	1	...	...	1	2,700	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. Thomas McGraw.....	...	55
56	...	3	...	...	3	5,100	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	4	1,000	W. L. Palmer.....	...	56
57	...	2	...	...	2	.....	1	93,957	1	11,265	2	3	1	.....	...	.....	...	.....	...	.....	1	.....	8	.....	M. I. Rosenbury.....	...	57
58	38	2	...	1	41	[5]7635,222	20	.....	...	.....	34	31	1	.....	...	.....	...	.....	...	.....	39	2,179,906	24	.....	Gertrude MacDougall..	46	58
a	...	93	50	...	143	.....	...	.....	6	.....	...	...	...	.....	...	.....	...	.....	...	.....	6	.....	...	.....	Grover W. Mueller.....	143	a
b	...	8	...	...	8	[6][8]1068141	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	C. H. English.....	...	b
c	3	...	...	...	3	.....	3	[9]336,464	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. P. H. Valentine.....	...	c
d	...	...	1	...	1	.....	...	.....	1	[9]46,385	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. P. H. Valentine.....	...	d
e	1	...	...	...	1	.....	1	106,930	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. M. Shipe.....	...	e
59	...	6	...	...	6	20,807	...	.....	1	1,080	1	2	1	930	...	.....	...	.....	...	.....	...	.....	3	600	Roy D. Holden.....	...	59
60	6	55	...	...	61	1,812,475	7	.....	9	815,200	53	36	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	W. C. Batchelor.....	62	60
a	...	...	...	...	...	.....	...	.....	...	.....	3	12	...	.....	...	.....	1	.....	...	.....	...	.....	30	.....	James Moore.....	...	a
b	...	4	...	...	4	72,607	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	19	192,084	...	.....	...	.....	Harry B. Burns, M.D..	...	b
c	...	...	...	...	...	.....	...	.....	...	.....	...	...	15	450,023	...	.....	...	.....	...	.....	...	.....	...	.....	Peter P. Walsh.....	...	c
d	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	14,847	...	.....	W. C. Batchelor.....	...	d
61	13	31	...	...	44	.....	...	.....	44	.....	...	...	...	.....	...	.....	...	.....	...	.....	4	.....	...	.....	Mrs. John Cowley.....	...	61
62	...	3	...	...	3	5,760	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	W. O. Cressman.....	...	62
63	...	2	...	...	2	.....	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	John F. Murray.....	...	63
64	...	22	...	...	22	331,654	...	.....	12	52,800	1	18	...	.....	...	.....	...	.....	...	.....	1	5,810	24	12,658	Thomas W. Lantz.....	70	64
65	...	1	...	...	1	[1]1,560	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Dr. Otto Strock.....	...	65
66	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Denton M. Albright.....	...	66
67	...	1	...	...	1	1,150	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Earle E. Gehret.....	...	67
68	...	2	...	...	2	[1]18,741	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Henry J. Brock.....	...	68
69	...	2	...	...	2	.....	...	.....	...	.....	2	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	M. E. Suits.....	...	69
70	3	18	...	...	21	[1]196,651	3	420,698	4	45,433	4	21	...	.....	...	.....	...	.....	1	39,308	3	451,507	4	18,250	Robert B. Dixon.....	44	70
71	...	1	...	...	1	10,000	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	1	.....	4	.....	Floyd G. Frederick.....	11	71
72	...	6	...	...	6	65,100	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	H. R. Rupp.....	...	72
73	...	1	...	...	1	20,000	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	A. F. Everitt.....	1	73
74	...	1	...	...	1	27,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	W. H. Foltz.....	7	74

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
											Salaries and Wages				
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total		
	PENNSYLVANIA–Cont.														
75	Vandergrift	12,500	American Legion and City Council	1	4	....	....	....	.....	.....	600.00	.....	600.00	1,000.00	M&P	75
76	Warren	14,835	Park Commission	2	5	....	....	....	.....	211.41	1,100.00	.....	1,100.00	1,311.41	M	76
77	Washington	30,000	Recreation Board	....	16	....	....	....	620.00	.....	1,960.00	400.00	2,360.00	2,980.00	M	77
78	West Chester	13,000	Recreation Department, Civic Association	5	1	....	....	....	.....	692.00	1,179.48	1,205.54	2,385.02	3,077.02	P	78
79	West Reading	5,000	Recreation Board	3	3	....	....	....	94,000.00	5,940.00	1,560.00	1,500.00	3,060.00	103,000.00	M&P	79
80	Wilkes-Barre and Wyoming Valley	255,000	Playground and Recreation Association of Wyoming Valley[16]	53	58	3	54	62	7,000.00	14,000.00	30,000.00	.....	30,000.00	51,000.00	M&P	80
81	Wilkinsburg	30,000	Playground and Park Association	....	9	....	....	....	650.00	700.00	1,500.00	350.00	1,850.00	3,200.00	M	81
82	Williamsport	50,000	Department of Parks and Public Property	2	20	....	....	....	2,576.28	2,935.74	2,469.77	.....	2,469.77	7,981.79	M	82
83	Wilmerding	8,000	Playground Committee	2	2	....	....	....	.....	1,387.02	932.33	.....	932.33	2,319.35	M&P	83
84	Wyomissing	3,111	Playground Association	2	1	....	....	....	.....	.....	.....	.....	.....	5,861.78	M	84
85	York	65,000	Department of Recreation	20	26	2	85	200	2,000.00	1,814.22	6,393.80	1,802.27	8,196.07	[81]12,010.29	M	85
	RHODE ISLAND														
1	Barrington	5,000	Maple Avenue Community House Inc.	....	2	2	3	5	.....	320.00	1,903.00	.....	1,903.00	2,223.00	P	1
2	Central Falls	27,000	Board of Recreation	8	9	....	....	....	.....	642.88	3,009.00	.....	3,009.00	3,651.88	M	2
3	Cranston	43,914	Board of Recreation	5	....	....	....	....	2,000.00	1,800.00	1,000.00	.....	1,000.00	4,800.00	M	3
4	East Providence	30,000	Recreation Committee	9	8	....	....	....	1,800.00	1,266.13	2,928.00	.....	2,928.00	5,994.13	M	4
5	Newport	30,000	Board of Recreation Commissioners	3	1	4	....	....	3,750.00	3,251.21	5,012.10	1,434.69	6,446.79	13,448.00	M&P	5
6	Pawtucket	77,000	City Council and School Department	16	16	3	....	....	486.81	4,326.61	1,952.00	7,485.75	9,437.75	14,251.17	M	6
7	Providence	252,981	Board of Recreation	50	75	18	....	....	231,995.94	11,982.99	29,862.80	.....	29,862.80	273,841.73	M	7
8	Westerly	10,997	School Department	1	1	....	1	1	.....	84.06	483.75	.....	483.75	567.81	M	8
9	Woonsocket	49,623	Department of Public Works	9	12	2	....	....	1,000.00	2,000.00	5,000.00	3,000.00	8,000.00	11,000.00	M	9
	SOUTH CAROLINA														
1	Aiken	6,000	City and Civic Clubs	....	1	....	1	....	.....	.....	300.00	.....	300.00	300.00	M&P	1
2	Beaufort	2,776	Community Club and City	....	1	....	12	12	.....	384.30	420.00	300.00	720.00	1,104.30	M&P	2
3	Charleston	62,123	Board of Parks and Playgrounds	7	9	12	6	4	.....	3,797.20	9,358.00	782.81	10,140.81	13,938.01	M	3
			Municipal Golf Course Commission	1	....	1	....	....	.....	.....	.....	.....	.....	8,000.00	M	a
4	Columbia	51,581	Playground Department	3	13	12	20	25	.....	.....	.....	.....	.....	19,000.00	M&P	4
5	Darlington	4,669	Sunshine Circle of King's Daughters	....	1	....	....	6	400.00	30.00	75.00	.....	75.00	505.00	P	5
6	Greenville	35,000	Phyllis Wheatley Association[18]	3	3	5	....	....	.....	575.00	4,440.00	300.00	4,740.00	5,315.00	P	6
7	Orangeburg	9,500	Playground Commission	1	7	1	....	3	298.48	981.67	2,607.75	129.95	2,737.70	4,017.85	M	7
8	Spartanburg	28,723	Municipal Park Department	....	1	....	....	9	.....	.....	.....	.....	.....	5,500.00	M	8
			Recreation Committee, Woman's Club	....	7	....	....	12	.....	1,000.00	3,500.00	.....	3,500.00	4,500.00	M	a
9	Sumter	16,000	Playground Section, Trees and Park Department	....	1	....	6	8	600.00	300.00	250.00	200.00	450.00	1,350.00	M	9
	SOUTH DAKOTA														
1	Canton	2,270	Chamber of Commerce	3	1	....	....	....	.....	500.00	1,300.00	500.00	1,800.00	2,300.00	M	1
2	Dell Rapids	1,800	Park Board	1	....	....	....	....	451.52	800.00	330.00	.....	330.00	1,581.52	M	2
3	Mitchell	12,000	Park Board	3	....	....	....	....	2,500.00	1,500.00	1,500.00	3,500.00	5,000.00	9,000.00	M&P	3
4	Pierre	4,000	City of Pierre	1	....	....	....	....	.....	.....	.....	.....	.....	4,000.00	M	4
5	Vermilion	2,850	City Council	1	....	....	....	....	.....	.....	.....	.....	.....	2,267.81	M	5
6	Yankton	6,074	School Board and Park Board	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M	6
	TENNESSEE														
1	Chattanooga	119,000	Department of Public Utilities, Grounds and Buildings	2	36	1	....	....	15,784.90	10,598.62	4,598.50	8,942.39	13,540.89	39,924.41	M	1
2	Knoxville	138,000	Bureau of Recreation, Department of Public Welfare	19	12	5	....	....	224,175.00	10,775.00	15,365.00	9,820.00	25,185.00	260,135.00	M	2
3	Memphis	262,042	Recreation Department, Park Commission	44	69	23	....	....	.....	10,362.50	.....	.....	53,061.23	63,423.73	M	3
4	Nashville	175,000	Board of Park Commissioners	20	28	12	12	18	28,000.00	31,000.00	19,059.47	16,000.00	35,059.47	94,059.47	M	4
5	Paris	8,500	Community Service Club	....	3	....	....	....	100.00	.....	1,320.00	600.00	1,920.00	2,020.00	P	5
	TEXAS														
1	Amarillo	43,500	Park Board	1	1	....	....	....	25,000.06	2,000.00	.....	.....	9,600.00	36,600.06	M	1
			Public Schools	1	....	....	....	....	.....	.....	1,000.00	.....	1,000.00	1,000.00	M	a
2	Austin	53,120	City Recreation Department	13	11	5	2	8	104,668.83	4,611.00	10,233.00	15,267.03	25,500.03	134,779.86	M&P	2
3	Beaumont	57,483	Department of Parks and Playgrounds	1	6	....	....	....	.....	.....	.....	.....	.....	12,137.99	M	3
			Graham Congregational Church[18]	....	2	2	4	3	.....	967.24	1,080.00	.....	1,080.00	2,047.24	P	a
4	Dallas	260,397	Park Department	36	87	24	....	....	103,025.86	30,117.96	.....	.....	64,264.20	197,408.02	M	4
5	Fort Worth	167,000	Public Recreation Board	10	29	10	150	12	22,735.70	21,469.35	23,742.00	34,776.18	58,518.18	102,723.23	M	5
6	Galveston	55,000	Playground Association	....	3	3	....	....	.....	6,040.00	3,240.00	.....	3,240.00	9,380.00	M	6
7	Graham	5,000	Community Boys' Work Committee	1	....	....	....	....	.....	.....	.....	.....	.....	4,000.00	P	7
8	Houston	292,352	Recreation Department	31	58	10	....	....	.....	20,433.20	35,806.60	4,628.16	40,434.76	60,867.96	M&P	8
			Park Department	....	....	....	....	....	10,000.00	.....	.....	.....	.....	10,000.00	M	a
9	La Grange	2,500	Lions Club	....	....	....	5	....	.....	25.00	.....	.....	.....	25.00	P	9
10	Laredo	40,000	Rotary Club	1	....	....	7	2	.....	940.00	1,000.00	500.00	1,500.00	2,440.00	P	10
11	Lubbock	20,612	City Park Board	....	....	....	4	1	5,792.36	3,090.29	.....	1,935.49	1,935.49	10,818.14	M	11
12	Marshall	16,193	Kiwanis Club	....	....	....	....	....	.....	.....	.....	.....	.....	5,000.00	P	12
13	Paris	15,644	City of Paris	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	13
14	Plainview	9,000	Playground Association and City	2	....	....	1	3	13,500.00	2,000.00	900.00	500.00	1,400.00	16,900.00	M	14
15	Port Arthur	50,067	City of Port Arthur	....	....	....	....	....	15,240.00	.....	.....	.....	.....	18,740.00	M	15
16	San Antonio	260,000	Recreation Department	13	14	15	5	....	.....	14,000.00	22,000.00	6,000.00	28,000.00	42,000.00	M	16
17	Waco	60,000	Recreation Commission	4	6	3	....	....	300.00	2,836.23	6,070.00	3,110.00	9,180.00	12,316.23	M	17
18	Wichita Falls	43,700	Park Department	5	5	....	....	....	.....	.....	3,900.00	.....	3,900.00	19,574.00	M	18
19	Winnsboro	2,000	City of Winnsboro	1	2	....	1	....	.....	.....	.....	.....	.....	1,000.00	M	19
	UTAH														
1	Bingham Canyon	4,000	Jordan School District	1	....	....	....	....	.....	150.00	515.00	.....	515.00	665.00	M&P	1

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
75	...	2	...	...	2	[1]24,000	...	...	...	...	1	1	...	...	...	...	...	...	...	...	2	...	2	...	James H. Hudson	...	75
76	...	4	...	...	4	50,578	...	...	...	...	1	3	...	...	...	...	...	...	...	...	...	...	...	...	M. L. Dougherty	4	76
77	...	8	...	...	8	[1]72,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Elizabeth C. Day	8	77
78	...	3	...	...	3	20,938	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	27,000	...	...	William Palmer Lear	...	78
79	...	2	1	...	3	100,000	...	...	1	...	2	3	1	...	...	...	...	...	...	...	1	48,000	7	2,500	Donald C. Wagner	...	79
80	...	50	...	...	50	[1]831,000	...	...	...	...	8	16	...	...	1	20,000	...	...	...	...	...	...	24	12,000	Arthur H. Miller	38	80
81	...	4	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Adah M. Merrifield	...	81
82	...	13	...	...	13	205,054	...	...	...	...	...	4	1	...	1	...	...	...	...	...	...	...	1	...	George R. Fleming	13	82
83	...	2	...	...	2	51,000	...	...	2	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...	S. H. Stevens	...	83
84	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	9,000	...	...	Allen W. Rank	...	84
85	9	...	...	1	10	152,500	...	...	6	31,000	2	15	...	...	...	...	...	...	1	...	...	...	16	...	Ruth E. Swezey	20	85
1	...	1	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Charles E. Blake	...	1
2	...	7	...	...	7	57,000	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	Mrs. William Reynolds	...	2
3	...	5	...	...	5	[1]20,000	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	Harry L. Schofield	...	3
4	...	8	...	...	8	27,000	...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...	George W. Bourne	...	4
5	...	3	...	3	6	74,215	2	21,733	1	1,131	3	6	3	11,107	...	...	...	...	...	...	...	...	8	4,425	Arthur Leland	...	5
6	3	7	...	...	10	329,473	...	...	...	...	1	4	...	...	...	...	...	...	...	...	...	...	4	9,887	John H. Worthington	11	6
7	7	3	10	10	30	1,323,520	2	...	...	...	26	26	...	...	...	...	1	...	3	...	8	...	27	...	Joseph J. McCaffrey	30	7
8	...	1	...	...	1	13,485	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	W. H. Bacon	...	8
9	...	8	...	...	8	177,444	...	...	3	20,000	4	2	...	...	...	...	...	...	...	...	3	...	4	...	William J. Coffey	8	9
1	...	1	1	...	2	5,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	C. Lee Gowan	...	1
2	...	...	2	...	2	40,500	1	15,250	...	...	...	1	1	18,000	...	...	...	...	...	...	...	...	...	...	Mrs. John F. Morrall	3	2
3	5	2	...	...	7	564,485	...	...	...	...	...	6	...	...	...	...	...	...	1	6,600	...	...	10	...	Corrinne V. Jones	...	3
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	J. M. Whitsitt	...	a
4	10	3	...	...	13	...	5	...	...	...	2	8	...	...	...	...	...	...	2	...	...	...	10	...	Adele Johnston Minahan	...	4
5	...	1	...	...	1	2,160	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. J. S. Ramsey	...	5
6	1	1	7	...	9	21,703	1	[4]100,371	7	...	...	1	...	...	...	...	...	...	...	...	...	...	4	1,123	Hattie Duckett	...	6
7	5	...	...	...	5	52,507	...	...	...	...	5	5	...	...	...	...	...	...	...	...	1	...	6	...	Mrs. Charles S. Henerey	18	7
8	...	...	...	...	...	...	...	...	...	...	1	2	1	27,000	...	...	...	...	...	...	1	30,701	7	...	Pauline Witherspoon	10	8
a	6	1	...	...	7	...	...	...	1	...	...	3	...	...	...	...	...	...	...	...	1	...	4	...	Mrs. Samuel N. Burts	7	a
9	1	...	...	...	1	...	...	...	...	...	2	4	...	...	...	...	...	...	...	...	...	...	12	...	Julia Lester Dillon	22	9
1	...	1	1	...	2	...	...	...	...	...	3	2	1	...	1	...	...	...	2	...	...	...	1	...	A. N. Brogstad	...	1
2	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	5	...	F. M. Enright	...	2
3	...	...	...	...	...	...	...	...	6	...	1	1	1	...	1	9,600	...	...	...	...	...	...	5	...	W. E. Webb	6	3
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	J. E. Hipple	...	4
5	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	...	...	D. A. Caldwell	2	5
6	...	1	...	...	1	...	...	...	...	...	3	3	...	...	1	...	...	...	...	...	1	...	3	...	Oscar F. Genrich	7	6
1	...	30	...	...	30	145,517	1	...	...	...	2	9	...	...	...	...	1	34,884	...	...	1	17,140	19	...	W. Fleming Kriegner	33	1
2	1	1	...	17	19	126,000	2	...	8	...	2	8	1	...	...	...	1	25,248	...	...	1	...	6	...	Fred F. Parkhurst	15	2
3	17	6	...	...	23	1,252,279	3	[4]117,253	5	...	3	8	...	...	2	177,502	1	248,214	...	...	2	...	29	115,363	Minnie M. Wagner	23	3
4	8	8	...	...	16	...	9	...	...	...	7	14	...	...	2	...	1	...	...	...	9	...	32	...	Ewell M. Costello	...	4
5	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	Mary Will Dortch	...	5
1	...	...	...	...	...	...	...	...	...	...	2	...	...	...	2	...	...	...	...	...	...	...	10	...	Dr. D. Roach	...	1
a	...	3	...	...	3	10,800	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. A. McIntosh	...	a
2	2	6	...	...	8	251,424	5	169,262	...	...	2	2	...	...	...	...	...	...	...	...	3	84,300	6	...	James A. Garrison	8	2
3	...	4	...	...	4	11,857	...	...	1	...	...	2	...	...	1	17,589	...	...	...	...	3	108,832	6	3,990	Frank L. Bertschler	...	3
a	1	...	...	...	1	43,271	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	Rev. C. F. L. Graham	...	a
4	24	24	...	3	51	6,183,501	9	466,609	24	1,129,721	4	31	4	...	1	...	3	150,000	...	...	28	427,973	72	235,000	W. F. Jacoby	...	4
5	...	8	9	...	17	323,938	6	51,488	8	12,802	2	24	...	...	...	...	2	99,604	...	...	4	118,031	32	100,000	R. D. Evans	113	5
6	3	...	...	...	3	...	2	...	...	...	...	6	1	...	...	...	...	...	1	...	2	...	7	...	Nell Miller	...	6
7	...	...	...	...	...	...	...	...	1	...	1	1	...	...	...	...	...	...	...	...	1	...	2	...	Houston Crump	...	7
8	...	8	...	14	22	325,085	...	...	10	16,980	1	13	...	...	...	...	...	...	...	...	1	10,480	6	18,436	Corinne Fonde	...	8
a	...	...	...	...	...	...	...	...	...	...	...	8	...	...	...	...	1	...	...	...	...	...	25	...	C. L. Brock	...	a
9	...	1	...	...	1	3,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. W. Few	...	9
10	2	...	...	...	2	[4]4,500	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	6	...	Edw. L. Roberson	...	10
11	...	1	...	...	1	7,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	J. Bryan Miller	...	11
12	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	3	...	...	...	C. W. Lisenby	...	12
13	...	...	...	...	...	...	...	...	...	...	1	2	...	...	...	...	...	...	...	...	2	...	3	...	B. F. Johnson	...	13
14	...	2	2	...	4	...	...	...	...	...	3	1	...	...	...	...	...	...	...	...	...	...	4	...	W. J. Klinger	3	14
15	...	...	...	...	...	...	...	...	...	...	...	1	1	20,000	1	1,000	...	...	...	...	1	15,000	2	...	W. O. Bower	...	15
16	10	9	...	...	19	1,679,000	8	200,000	9	...	8	21	1	...	1	...	2	...	...	...	8	...	35	...	R. L. Bass, Jr.	77	16
17	4	3	...	...	7	77,314	...	...	...	...	...	7	...	...	...	...	...	...	...	...	...	...	3	5,540	R. C. Oliver	...	17
18	11	...	...	...	11	...	1	...	...	...	1	11	...	...	...	...	1	17,324	...	...	2	18,383	12	...	C. C. Bunnenberg	...	18
19	...	...	...	1	1	...	1	...	...	...	1	1	...	...	...	...	...	...	...	...	1	4,000	1	50	R. B. Howell	...	19
1	...	1	...	...	1	8,885	...	...	...	...	1	8	...	...	...	...	...	...	...	...	...	...	8	...	Bailey J. Santistivan	...	1

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	UTAH—Cont.														
2	Brigham City	5,000	Kindergarten Club and City	....	3	....	....	3	.....	75.00	300.00	100.00	400.00	475.00	M&P	2
3	Ogden	45,000	Municipal Recreational Commission	2	4	....	2	2	[52]150,000.00	250.00	1,350.00	16.00	1,366.00	151,616.00	M	3
4	Salt Lake City	140,184	Municipal Recreation Department, Park Department	20	40	....	....	8	39,492.23	.....	14,574.00	.....	14,574.00	[53]143,003.88	M	4
5	Tooele	5,110	City of Tooele	....	....	....	....	....	.....	.....	.....	.....	.....	1,145.15	M	5
	VERMONT														
1	Barre	12,000	Recreation Commission	1	1	....	....	....	24,000.00	.....	600.00	300.00	900.00	24,900.00	M	1
2	Barton	1,300	Village of Barton	1	....	....	....	....	.....	.....	150.00	.....	150.00	150.00	M	2
3	Proctor	2,515	Swimming Pool Committee	2	....	....	....	....	1,118.95	136.02	581.00	.....	581.00	1,835.97	P	3
4	Putney	800	Community Center, Inc	1	2	....	5	10	5,000.00	2,000.00	1,000.00	700.00	1,700.00	8,700.00	P	4
5	Randolph	3,500	Bethany Congregational Church	2	....	....	6	6	.....	225.00	500.00	.....	500.00	725.00	P	5
6	Rutland	17,315	Board of Recreation	7	6	....	....	....	.....	.....	.....	.....	.....	4,319.92	M	6
	VIRGINIA														
1	Clifton Forge	6,839	Board of Parks and Recreation	1	3	....	1	1	174.80	191.90	650.26	410.20	1,060.46	1,427.16	M	1
2	Fredericksburg	7,500	Kiwanis Club	1	....	....	....	....	.....	200.00	475.00	.....	475.00	675.00	P	2
3	Lynchburg	42,714	Department of Recreation and Playgrounds	7	20	17	3	7	3,000.00	3,689.50	13,252.50	1,358.00	14,610.50	21,300.00	M	3
4	Newport News	39,242	City of Newport News	7	7	....	....	....	.....	1,415.00	2,373.50	25.00	2,398.50	3,813.50	M	4
5	Norfolk	128,000	Bureau of Playgrounds and Recreation, Department of Public Welfare	2	18	....	....	....	33,512.18	13,435.25	3,556.10	1,460.00	5,016.10	51,963.53	M	5
6	Petersburg	28,487	City of Petersburg	5	6	....	....	....	200.00	300.00	2,300.00	.....	2,300.00	2,800.00	M	6
7	Portsmouth	45,704	Department of Public Welfare	4	2	....	....	....	1,000.00	.....	2,250.00	.....	2,250.00	6,850.00	M	7
8	Richmond	200,000	Bureau of Parks and Recreation, Department of Public Works	20	40	6	....	....	.....	.....	.....	.....	21,110.00	34,872.00	M	8
			Community Recreation Association[55]	....	2	2	6	12	.....	.....	4,800.00	.....	4,800.00	7,200.00	P	a
9	Roanoke	69,000	Department of Play and Recreation	5	9	1	....	....	4,307.00	2,080.00	4,770.00	2,040.00	6,810.00	13,197.00	M	9
10	Staunton	13,000	City of Staunton and Y. M. C. A	1	3	....	10	18	.....	2,000.00	3,500.00	.....	3,500.00	5,500.00	M	10
	WASHINGTON														
1	Aberdeen	25,000	Park Board	....	4	1	35	150	35.93	257.95	506.12	450.00	956.12	1,250.00	M	1
2	Bellingham	30,000	Park Board and Y. M. C. A	4	3	....	....	....	.....	290.00	910.00	.....	910.00	1,200.00	M	2
3	Davenport	980	City Council	....	....	....	....	....	.....	100.00	.....	500.00	500.00	600.00	M	3
4	Dayton	2,600	Park Committee	....	....	....	....	....	.....	.....	.....	.....	.....	.....	....	4
5	Hoquiam	16,000	Park Board	....	1	....	....	....	.....	.....	.....	.....	.....	2,100.00	M	5
6	Kennewick	2,000	Kiwanis Club	....	1	....	....	....	.....	100.00	150.00	250.00	400.00	500.00	P	6
7	Prosser	1,800	City Park Board	....	....	....	3	9	.....	750.00	.....	1,300.00	1,300.00	2,050.00	M	7
8	Pullman	3,300	Playground Committee, Kiwanis Club	1	1	....	....	....	.....	.....	587.00	.....	587.00	915.00	M&P	8
9	Ritzville	1,777	Commercial Club	....	....	....	....	....	.....	.....	.....	.....	.....	300.00	P	9
10	Seattle	450,000	Park Department	37	33	17	....	....	74,114.95	22,607.32	.....	.....	138,049.15	234,771.42	M	10
11	Spokane	116,000	Board of Park Commissioners	44	13	1	....	....	50,425.00	11,268.00	11,991.00	30,136.00	42,127.00	103,820.00	M	11
12	Tacoma	106,000	Playground and Recreation Department, Metropolitan Park District	21	13	2	....	2	1,150.00	8,000.00	15,165.00	2,500.00	17,665.00	26,815.00	M	12
13	Walla Walla	16,000	Park and Civic Arts Club	....	4	....	....	....	1,200.00	225.00	285.00	2,800.00	3,085.00	4,510.00	M&P	13
14	Yakima	25,000	Playground Department, City Park Board	1	....	....	10	25	.....	.....	475.00	.....	475.00	475.00	M	14
	WEST VIRGINIA														
1	Beckley	9,500	American Legion	....	1	....	....	....	.....	25.00	300.00	.....	300.00	325.00	P	1
2	Charleston	65,000	Recreation Board	10	18	....	4	3	2,302.49	1,093.35	6,420.29	183.87	6,604.16	10,000.00	M	2
3	Clarksburg	28,976	City of Clarksburg	10	10	....	2	....	.....	4,388.26	4,411.21	2,852.79	7,264.00	11,652.26	M	3
4	Fairmont	30,000	Board of Education, Union Independent District	2	2	....	....	....	1,000.00	.....	256.00	.....	256.00	1,256.00	M	4
5	Grafton	8,000	Department of Streets and Parks	....	....	....	....	....	.....	.....	.....	.....	.....	550.00	M	5
6	Huntington	75,000	Lions Club	1	1	....	....	....	.....	668.36	600.00	.....	600.00	1,268.36	P	6
7	Martinsburg	18,000	Hooge Street Good Neighbors	....	1	....	....	....	.....	50.00	70.00	.....	70.00	120.00	M	7
			High Street Parent Teacher League	....	1	....	....	....	.....	.....	65.00	135.00	200.00	200.00	M	a
			Winchester Avenue Parent Teacher League	....	1	....	....	....	.....	.....	60.00	.....	60.00	60.00	M	b
8	Morgantown	22,000	Department of Recreation, Independent School District	15	19	2	....	....	815.99	1,776.64	7,133.92	210.00	7,343.92	9,936.55	M	8
9	Moundsville	15,000	Community Playground Association	3	1	....	....	....	5,000.00	150.00	570.00	500.00	1,070.00	6,220.00	P	9
10	Parkersburg	40,000	Board of Recreation	21	16	3	....	....	.....	2,253.50	9,336.50	130.00	9,466.50	11,720.00	M	10
11	St. Marys	3,000	Kiwanis Recreation Corporation, Inc.	....	....	....	1	....	9,500.00	1,000.00	.....	600.00	600.00	11,100.00	P	11
12	Wheeling	61,659	Board of Public Recreation	26	38	2	....	....	.....	20,790.13	10,567.47	5,772.40	16,339.87	37,130.00	M	12
			Park Commission	....	....	....	....	....	.....	.....	.....	.....	.....	15,633.96	M	a
			West Virginia University Extension Division[56]	6	7	4	1	4	.....	5,000.00	27,000.00	2,000.00	29,000.00	34,000.00	S&P	b
	WISCONSIN														
1	Appleton	25,000	City of Appleton	6	5	....	2	2	.....	400.00	2,100.00	.....	2,100.00	2,500.00	M	1
2	Beloit	23,611	City of Beloit	8	6	....	....	....	22,001.60	5,920.99	4,390.00	9,059.30	13,449.30	41,371.89	M	2
3	Columbus	2,514	Firemen's Park Association	....	....	....	....	....	.....	8,287.59	.....	3,235.88	3,235.88	11,523.47	P	3
4	Fond du Lac	28,000	Board of Education	9	9	....	5	6	.....	425.00	3,020.00	.....	3,020.00	3,445.00	M	4
			Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	45,000.00	M	a
5	Green Bay	37,353	Board of Park Commissioners	4	5	....	....	....	.....	208.32	1,025.58	.....	1,025.58	1,233.90	M	5
6	Janesville	22,000	City of Janesville	10	5	....	....	....	24,000.00	1,380.00	2,425.00	5,600.00	8,025.00	33,405.00	M	6
7	Kenosha	50,242	Department of Public Recreation, Board of Education	50	22	1	....	....	.....	.....	4,486.61	10,837.51	1,999.31	12,836.42	17,323.43	M	7
			Parks Department	....	....	....	....	....	9,927.55	2,460.56	.....	7,080.76	7,080.76	19,468.87	M	a
8	Kimberly	2,250	Village Board	1	1	....	....	....	.....	220.00	280.00	.....	280.00	500.00	M	8
9	La Crosse	39,000	Board of Education	5	4	....	....	....	.....	300.00	1,200.00	.....	1,200.00	1,500.00	M	9
10	Madison	60,000	Board of Education	17	32	2	....	....	.....	7,720.30	14,156.23	.....	14,156.23	21,876.53	M	10

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
2	...	1	...	...	1	1,200	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	4	...	Mrs. C. H. Bryan	...	2
3	...	5	...	...	5	25,000	2	4,500	2	...	6	4	...	...	...	...	...	...	...	...	1	1,600	1	300	Edvenia Jeppson	6	3
4	1	16	...	6	23	851,094	...	...	7	...	1	20	...	...	2	...	...	...	[a]1	...	8	167,261	24	20,778	Charlotte Stewart	35	4
5	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	...	...	J. D. Gollaher	...	5
1	...	1	...	...	1	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	...	...	L. R. Hutchinson	...	1
2	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	F. W. Cutting	...	2
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	C. I. Hunter	...	3
4	...	...	...	...	...	...	1	8,700	...	...	1	1	...	...	...	...	...	...	...	...	1	...	...	...	Esther J. Pratt	...	4
5	...	1	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	F. Wilson Day	...	5
6	...	4	...	...	4	[b]17,311	...	...	...	...	2	...	...	...	...	...	...	...	...	...	1	26,300	3	...	Richard F. Hayden	...	6
1	...	1	...	...	1	12,900	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	...	...	M. Botts Lewis	...	1
2	...	1	...	...	1	8,100	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	R. B. Neill	...	2
3	15	...	...	...	15	433,129	3	32,651	7	...	4	4	...	...	...	...	...	...	...	...	3	63,509	11	...	Mrs. Robert P. Munday	...	3
4	...	7	11	...	18	52,488	...	...	...	...	3	2	1	...	...	...	...	...	...	...	...	...	2	...	Charles Evans Hoster	7	4
5	2	13	...	...	15	395,920	...	...	...	...	2	4	...	...	2	57,800	1	9,981	...	...	1	14,212	15	9,734	Katherine Cahill	18	5
6	...	7	...	...	7	332,341	...	...	...	...	1	6	...	...	...	...	...	...	...	...	2	...	...	...	R. C. Day	...	6
7	...	7	...	...	7	111,000	...	...	...	...	...	...	...	...	[a]1	...	...	...	...	...	...	...	...	...	Dr. L. J. Roper	...	7
8	...	1	...	11	12	800,917	...	...	7	19,238	4	23	...	...	...	...	...	...	...	...	1	200,000	22	...	Mrs. Lily T. Phillips	26	8
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Claire McCarthy	...	a
9	...	7	...	...	7	134,234	...	...	2	2,810	...	3	...	...	...	...	...	...	...	...	...	...	18	...	K. Mark Cowen	9	9
10	...	3	...	...	3	19,500	...	...	1	62,000	3	1	...	...	1	3,700	...	...	1	8,500	...	...	...	...	Thomas W. Dixon	...	10
1	1	3	...	...	4	40,000	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	2	...	Mrs. Basil Hoke	...	1
2	...	6	...	...	6	32,050	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	10	...	M. A. Orphan	6	2
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	Mabel B. Paige	...	3
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	Harold Rainwater	...	4
5	...	1	...	...	1	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	1	...	...	...	F. W. Mathias	...	5
6	...	1	...	...	1	4,500	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	E. C. Smith	...	6
7	1	...	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	W. C. Somers	5	7
8	...	1	...	...	1	4,290	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	7,200	...	...	Robert Neill	...	8
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	J. C. Kittel	...	9
10	7	3	...	15	25	...	7	...	...	...	21	21	10	...	2	...	1	...	...	...	...	...	90	...	Ben Evans	...	10
11	...	2	...	8	10	1,332,431	...	...	...	...	1	15	...	...	...	...	1	79,142	...	...	4	340,244	44	...	Benjamin A. Clark	...	11
12	...	13	...	...	13	287,458	...	...	6	14,157	6	8	2	...	...	...	...	...	2	...	...	...	16	...	Walter F. Hansen	34	12
13	...	3	...	...	3	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	1	...	6	...	Mrs. Joseph G. Cutler	...	13
14	...	7	...	...	7	16,000	...	...	...	...	1	6	...	...	...	...	...	...	...	...	1	...	6	...	Roy Schactler and R. A. Hirsch	...	14
1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	Garnette Thompson	1	1
2	...	10	...	3	13	201,905	...	...	...	...	1	5	...	...	...	...	...	...	...	...	...	...	1	...	H. L. Burns	...	2
3	...	10	...	...	10	150,254	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Paul F. Sheets	...	3
4	...	2	...	...	2	6,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mildred Hudgins	...	4
5	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	C. O. King	...	5
6	...	1	...	...	1	17,732	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. B. Trosper	...	6
7	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. E. Townsend	...	7
a	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. E. Townsend	...	a
b	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. E. Townsend	...	b
8	...	14	...	...	14	78,387	...	...	3	2,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Alice Beil Van Landingham	16	8
9	...	1	...	...	1	27,000	...	...	...	...	2	2	...	...	...	...	...	...	...	...	3	...	...	...	L. D. Wiant	1	9
10	...	6	...	...	6	58,391	...	...	5	...	1	1	...	...	...	...	...	...	...	...	...	...	16	...	D. D. Hicks	6	10
11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	10,000	...	...	W. P. Kerwood, Jr	...	11
12	...	16	...	...	16	311,858	...	...	7	9,369	6	6	...	...	...	...	...	...	1	6,092	...	...	...	...	S. A. Heatherly	...	12
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	48,275	...	...	...	...	1	59,167	2	1,686	H. P. Corcoran	...	a
b	...	1	...	...	1	1,927	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	Betty Eckhardt	...	b
1	...	6	...	...	6	80,000	...	...	...	...	6	12	...	...	1	...	...	...	...	...	1	...	7	...	A. C. Denney	30	1
2	...	7	...	...	7	49,180	...	...	...	...	...	3	1	5,000	1	39,733	...	...	2	2,345	...	...	11	15,000	H. G. Otts	13	2
3	...	...	...	...	...	...	...	...	...	...	1	2	...	...	1	...	...	...	...	...	1	...	...	...	William H. Peitzner	...	3
4	...	5	...	...	5	75,610	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	F. G. Kiesler	...	4
a	...	...	...	...	...	...	1	15,254	...	...	4	1	1	18,000	...	...	...	...	...	...	1	...	8	7,840	F. B. Russell	...	a
5	...	4	...	...	4	...	...	...	...	...	...	6	1	...	...	...	...	...	...	...	1	...	5	...	Ruth H. Renard	...	5
6	...	10	...	...	10	85,000	...	...	...	...	10	17	1	43,800	1	37,000	...	...	2	8,500	...	...	9	46,800	Henry Traxler	33	6
7	...	8	21	...	29	138,508	...	...	7	12,793	...	...	...	...	...	...	...	...	...	...	...	...	...	...	G. M. Phelan	...	
a	...	...	...	...	...	...	...	...	...	...	3	5	2	147,875	1	57,604	...	...	...	...	...	...	8	...	G. M. Phelan	...	
8	...	1	...	...	1	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	1	...	J. T. Doerfler	...	
9	...	4	...	...	4	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	2	...	Mark Sutton	...	
10	1	14	...	2	17	212,941	...	...	7	...	1	1	4	...	1	...	...	...	...	...	...	...	...	...	Harry C. Thompson	14	1

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	WISCONSIN—Cont.														
11	Manitowac	22,963	School Board, City and Manitou-e'en, Inc.	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M&P 11
12	Menominee	5,554	City Park Commission	....	1	....	....	....	.....	.....	.....	.....	.....	2,000.00	M&P 12
13	Milwaukee	578,249	Extension Department, Public Schools	421	395	14	....	....	437,425.00	27,600.00	208,518.00	86,914.00	295,432.00	760,457.00	M 13
			Board of Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M a
			Department of Public Works	....	....	....	....	....	.....	.....	.....	77,856.67	77,856.67	153,429.97	M b
14	Mineral Point	2,500	Park Commission	3	....	....	5	....	591.17	692.65	365.00	450.00	815.00	2,098.82	M 14
15	Oshkosh	43,000	Board of Education	143	28	....	....	....	1,100.00	3,338.49	6,880.75	5,680.76	12,561.51	17,000.00	M 15
16	Racine	70,000	Department of Recreation, Board of Park Commissioners	29	25	1	....	....	15,280.00	18,830.00	17,694.00	.....	17,694.00	51,804.00	M 16
17	Sheboygan	39,548	Department of Public Recreation	42	12	2	2	....	.....	1,716.69	9,353.81	3,247.87	12,601.68	14,318.37	M 17
18	Stevens Point	12,000	City of Stevens Point	1	....	....	....	....	.....	.....	.....	.....	.....	550.00	M 18
19	Superior	36,000	Park Committee	....	....	....	....	....	15,000.00	.....	.....	.....	.....	21,300.00	M 19
20	Two Rivers	10,000	Department of Recreation	16	4	2	13	4	268,500.00	1,000.00	6,000.00	.....	6,000.00	^{37}275,500.00	M&P 20
21	Wabeno	2,000	Public Schools	1	1	....	....	....	.....	.....	.....	.....	.....	532.35	M&P 21
22	Watertown	11,000	Board of Education	2	2	....	....	....	.....	50.00	625.00	.....	625.00	675.00	M 22
23	Waukesha	18,000	Playground Committee	2	1	....	....	....	.....	377.23	810.00	.....	810.00	1,187.23	M 23
			Park Board	....	....	....	....	....	500.00	.....	.....	.....	.....	2,250.00	M a
24	Wausau	23,585	City Recreation Department and Y. M. C. A.	1	1	....	1	....	.....	.....	.....	.....	.....	5,500.00	M 24
25	West Allis	32,000	Department of Recreation, Board of Education	11	10	....	....	....	.....	4,500.00	6,000.00	.....	6,000.00	10,500.00	M 25
			Board of Park Commissioners	....	....	....	....	....	3,000.00	2,344.00	.....	14,012.00	14,012.00	19,356.00	M a
26	Whitefish Bay	6,000	Board of School Directors	2	2	....	....	....	.....	300.00	1,100.00	.....	1,100.00	1,400.00	M 26
27	Wisconsin Rapids	10,000	Board of Education	1	1	....	....	....	.....	.....	.....	.....	.....	700.00	M 27
	WYOMING														
1	Cheyenne	23,000	Y. W. C. A.	....	....	....	....	10	.....	.....	.....	.....	.....	.....	P 1
2	Parco	800	Playground Committee	....	2	....	....	....	.....	.....	215.00	139.37	354.37	354.37	P 2
3	Riverton	1,800	Several Civic Groups	1	1	....	2	1	.....	200.00	500.00	.....	500.00	700.00	M&P 3
4	Thermopolis	2,000	Woman's Club	....	....	....	....	6	.....	.....	.....	.....	.....	.....	P 4
	HAWAII														
1	Hilo	15,000	Women's Club	5	5	....	1	....	.....	.....	620.00	.....	620.00	620.00	C 1
2	Honolulu	385,000	City and County Recreation Commission	23	16	14	60	15	.....	.....	15,420.00	2,700.00	18,120.00	22,380.00	M 2
	CANADA														
	ALBERTA														
1	Calgary	80,000	Parks Department	....	9	....	....	....	.....	.....	.....	.....	.....	7,568.99	M 1
	BRITISH COLUMBIA														
2	Vancouver	347,750	Board of Park Commissioners	13	22	3	....	....	4,500.00	.....	10,000.00	.....	10,000.00	63,720.00	M 2
	MANITOBA														
3	Brandon	18,000	Kinsmen Club	4	4	....	6	....	.....	300.00	1,060.00	.....	1,060.00	1,360.00	P 3
4	Winnipeg	209,286	Public Parks Board	57	22	....	....	....	.....	.....	.....	.....	.....	85,765.57	M 4
	NOVA SCOTIA														
5	Sydney	30,000	Playgrounds Association	2	2	....	....	....	18.50	100.00	900.00	.....	900.00	1,018.50	M&P 5
	ONTARIO														
6	Hamilton	150,200	Playgrounds Association	20	35	4	....	3	2,550.00	6,590.00	12,610.00	600.00	13,210.00	22,350.00	M 6
			Parks Board	....	....	....	....	....	6,000.00	14,000.00	.....	42,307.09	42,307.09	62,307.09	M a
7	Kitchener	30,000	Playgrounds Association	9	8	....	....	....	.....	650.00	3,375.00	175.00	3,550.00	4,200.00	M 7
8	London	71,310	Public Utilities Commission	23	23	1	....	....	18,000.00	10,000.00	7,000.00	.....	7,000.00	35,000.00	M 8
9	Ottawa	127,332	Playgrounds Committee	18	10	....	....	....	59,046.18	13,676.99	8,173.45	18,141.58	26,315.03	99,038.20	M 9
10	Pembroke	1,600	Kiwanis Club	1	....	....	....	....	.....	300.00	.....	.....	300.00	600.00	P 10
11	Toronto	750,000	Parks Department	129	129	34	....	....	.....	52,941.00	103,582.00	25,164.00	128,746.00	181,687.00	M 11
			Board of Education	59	20	....	....	....	.....	3,600.00	8,732.00	.....	8,732.00	12,332.00	M a
12	Windsor	68,000	Board of Education	15	13	....	....	....	12,800.00	200.00	3,309.00	9,000.00	12,309.00	25,309.00	M 12
	QUEBEC														
13	Montreal	1,200,000	Parks and Playground Association	23	20	2	....	1	1,500.00	6,330.30	16,724.75	608.99	17,333.74	25,164.04	M&P 13
			Department of Public Recreation	182	22	117	....	....	.....	217,520.16	42,952.10	.....	42,952.10	260,472.26	M a
14	Quebec	140,000	Playground Committee	2	1	....	....	....	.....	2,162.67	487.14	369.71	856.85	3,019.52	M&P 14
	SASKATCHEWAN														
15	Saskatoon	45,000	Playgrounds Association	10	7	....	....	....	3,079.99	3,782.06	4,000.00	1,119.03	5,119.03	11,981.08	M 15

(See page 184 for footnotes)

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
11													2						1						Mead F. Hansen		11
12											1	3	2												J. C. Wilcox		12
13	18	26			44	2,701,906			20	1,391,359	8	8											30		Dorothy Enderis		13
a													3	175,211	1	98,365							70	231,583	Charles Hauserman		a
b													2	225,285					7	672,504					Walter Palm		b
14		1			1						1		1								1		1		A. F. Bishop, Jr.		14
15		4			4	37,550			5	15,773	2	3	2	200,000									12	8,000	Raymond C. Miller	32	15
16		9			9	150,000	3	30,000	7	35,000	1	3	1	70,000	2	85,000							13	66,000	B. A. Solbraa	24	16
17		5			5	71,860			5	18,021		19	2	49,598					1	15,250			8		Ferdinand A. Bahr		17
18											1	1	1	1,500											P. M. Vincent		18
19												1	1	50,000	1										Oscar Stern		19
20		3	2		5	51,828			2	39,524	1	2	1						1				5		Arthur P. Eckley	13	20
21		2			2						1	1											3		Mrs. P. J. Noer		21
22		2			2																				R. A. Buell		22
23		3		1	4	75,086					3	4									1		12	12,000	Charles E. Trakel	3	23
a												3									1	20,000	10		C. F. Schuetze		a
24		7			7				2		3	6									1		10		I. S. Horgen	17	24
25	2	9			11	250,000			2	20,000	6	3							1	20,000			16	4,000	Paul F. Hagen	9	25
a											2	4											11		E. C. Pynn	10	a
26		2			2	27,000			1	2,000		2	1										1	150	C. A. Wangerin		26
27		2			2	[1]1,000			4		1	2											4	750	J. A. Torresani	11	27
1		1			1																				Jane Betty Hildum		1
2		1			1	[2]2,100						1													William Roberts		2
3		1			1	5,500					2	1			1										I. D. Woodward		3
4		1			1	[1]720																			Mrs. F. Wyckoff		4
1	4	3	14		21				1		6	5													Ernest A. Lilley		1
2	23				23							5	6								8		9		A. K. Powlison		2
1		9			9	[1]45,000						6					1								W. R. Reader		1
2		12			12	494,406					33	22	6				1						106		Stuart W. Miller		2
3		4			4	[1]26,000					4	7													A. C. Rumball	4	3
4		22			22	640,645					1	11					2	91,206					20		G. Champion		4
5		2			2	25,000			3	5,350	5	2	2	9,000							1	8,000	3	3,600	Norman D. Morrison	30	5
6		3		12	15	387,939			2	9,360															J. J. Syme		6
a											1	31					1		1	85,500			22		F. E. Marshall	30	a
7		7			7	[1]85,465						1											4	417	Harold Ballantyne		7
8		14			14	170,000					4	12	2				1				1		25		G. N. Goodman	14	8
9		14			14	[1]262,518					3		4						2				4		E. F. Morgan		9
10																					1				Arthur Gilbert		10
11		57			57		5	62,700	53	661,000	41	39	3						1				45		S. H. Armstrong		11
a		21			21	116,507													8	64,195					T. E. Johns		a
12		13			13	[1]71,281						4	1						1				6		B. E. Barrick and Timothy Carter		12
13	1	12			13	290,000						17													William Bowie	16	13
a	33			57	90	8,040,466	3					11					1		15				26		Lucien Asselin		a
14		3			3	121,905													2						J. B. O'Regan		14
15		7			7	76,099					2	6									1				George Ward	3	15

(See page 184 for footnotes)

FOOTNOTES

† Under Sources of Financial Support M—Municipal Funds; P—Private Funds; S—State Funds; and C—County Funds.
* The playground attendance figures include both participants and spectators.
** The attendance figures for buildings and indoor centers include participants only.
1 This figure includes participants only.
2 This is a 14 hole golf course.
3 This is a 6 hole golf course.
4 This figure includes attendance at indoor recreation centers.
5 This figure includes attendance at recreation buildings.
6 The Los Angeles County Department of Recreation, Camps and Playgrounds rendered major recreation service to the following communities in 1930: Eureka Villa, Dexter Canyon, Alondra Park, San Dimas, Michelinda and Temple.
7 Bathing beaches are operated by the Santa Barbara County Board of Forestry at Carpenteria and Gaviota Beach.
8 This figure includes attendance at both centers and buildings.
9 This amount includes $10,500.00 for band concerts and community sings in parks, but not included in park budget.
10 This amount was spent for a club house and field which have not been officially turned over to Commission.
11 Branford Commmunity Council, Inc. operated a beach also at Stony Creek.
12 This amount does not include Community House expenditures.
13 $7,097.00 of this amount was spent by the Park Board for maintaining and operating some of the facilities reported.
14 Responsibility for operating many of the facilities reported is turned over to a special organization.
15 Includes $6,000.00 from Park Board Fund for golf course maintenance.
16 Recreation facilities are provided by the Cook County Forest Preserve District in Des Plaines, Glencoe, Glenview, Glenwood, Lemont, Lyons, Morton Grove, Northbrook, Palatine, River Forest, River Grove, South Chicago Heights, Thorton, Western Springs, Wheeling, Wilmette and several additional communities.
17 This amount includes $499.08 spent by Park District for maintaining some of the facilities reported.
18 Maintains a program of community recreation activities for colored citizens.
19 This amount includes $8,410.00 from park funds and $46,500.00 from private funds for park wading pool.
20 The recreation facilities reported are controlled by other city departments and the expenditures for them are not included in the amount reported.
21 This amount includes $58,058.42 expended by the Board of Park Commissioners in maintaining the recreation facilities reported.
22 The Community Service program in this city is one of organized activities not centralized. A year round director with the aid of trained volunteers recruited from community groups and agencies aims to develop the recreational resources of the city through a varied program including training classes for volunteer leaders.
23 This figure includes attendance at both indoor and outdoor swimming pools.
24 This figure indicates summer attendance only.
25 This figure includes attendance at both 9 hole and 18 hole golf courses.
26 There are 5 villages in Grosse Pointe Township served by the Board of Education.
27 This amount includes $18,818.88 spent on the golf course which is not operated by Recreation Division.
28 This amount includes $1,800.00 spent by the Music Department.
29 The aim of this Association is to develop the recreational resources of the city. Its program includes the promotion of special activities and the training of recreation leaders.
30 This beach is 7 miles long, with 42 protected stations.
31 This amount includes $36,000.00 spent from bond funds apart from the Commission budget.
32 The Essex County Park Commission maintains recreation facilities in Newark, Bloomfield, East Orange, Irvington, Montclair, Nutley, Orange, Belleville, Caldwell, West Orange, Verona, Essex Fells, Millburn and South Orange.
33 The Union County Park Commission maintains recreation facilities in New Providence, Scotch Plains, Westfield, Kenilworth, Roselle, Rahway, Linden, Union, Mountainside, Summit, Plainfield, Elizabeth and Cranford.
34 This is one of the communities in Westchester County which is also served by the County Recreation and Park Commissions.
34a Eastcheaster includes the incorporated villages of Bronxville and Tuckahoe.
35 The Erie County Park Commission maintains recreation facilities in East Hamburg, Aurora and Lancaster.
36 This worker is also listed as a full time year round worker with the Glens Falls Outing Club, Inc.
37 The expenditures reported include amounts spent by the city for the purchase of land to be turned over to the Department of Parks for playground use.
38 The Department of Recreation is being operated as a three years demonstration privately financed, but the facilities reported are provided by the City Park and Forestry Department.
39 The Recreation Commission of Westchester County aids the cities, small towns and villages of the county in increasing recreation opportunities for their citizens. Among its activities are the organization of dramatic groups, recreation clubs, community choruses, county play days and training classes for volunteer leaders.
40 The Westchester County Park Commission maintains recreation facilities in Yonkers, Ardsley, Tarrytown, Harmon, White Plains, Mount Vernon, New Rochelle, Rye, Cortlandt and Yorktown.
41 This amount includes $220,000.00 for a new Memorial Building jointly financed by the city and county.
42 This figure includes both men and women volunteer workers.
43 The Cleveland Metropolitan Park Board operates recreation facilities in the following municipalities: Bay Village, Rocky River, Hinchley, Brecksville, Bedford, Euclid, North Olmsted, Strongsville and Cleveland.
44 $50,000.00 was spent by the City for constructing an athletic field which is not under the Chamber of Commerce.
45 The Allegheny County Bureau of Parks maintains recreation facilities in McCardles and Snowden Townships.
46 In recording these attendance figures no one was counted more than once a day.
47 The Chester County Commission serves in an advisory capacity to the communities in the county conducting recreation facilities and programs.
48 This figure includes attendance at 2 play streets.
49 This figure includes attendance at 3 playgrounds.
50 This report covers playground and recreation service in the following communities: Wilkes-Barre, Kingston, Plymouth, Luzerne, Forty Fort, Wyoming, Ashley, Sugar Notch, Newtown, Lee Park, Warrior Run, Alden, Plains, Exeter, Miners Mills, Parsons, Edwardsville, Georgetown, Larksville, West Wyoming.
51 This amount includes $3,500.00 from park funds.
52 This amount was spent for a municipal golf course and stadium.
53 This amount includes $33,000.00 for operation of municipal baths not under Recreation Department.
54 The municipal pool is not operated by the Recreation Department.
55 The Community Recreation Association is a demonstrating fact-finding organization.
56 Maintains an experimental program of recreational activities at Oglebay Park which area is maintained by the Wheeling Park Commission.
57 $267,000.00 of this amount represents the site and construction cost of a community building to be opened early in 1931. Most of the money came from private funds.

How Recreation Expenditures Have Grown

1910–1930

1910	$ 3,025,779.23
1915	4,066,377.15
1920	7,199,429.66
1925	18,816,165.55
1930	38,518,194.88

Dr. L. P. Jacks Comes to America Again

The National Recreation Association is happy to announce Dr. Jacks' visit to America in the interest of the leisure time movement

DR. L. P. JACKS, of Oxford, England, whose address at the 1930 Recreation Congress will be recalled by many readers of RECREATION, will arrive in this country in September to lecture until June on "leisure" under the auspices of the National Recreation Association. His tour for the most part will be restricted to limited audiences of community leaders in selected cities.

Dr. Jacks is leader of the adult education movement in England, an author of international reputation, and a widely known speaker. He is professor of philosophy and principal of Manchester College in Oxford. He has been editor of Hibbert Journal since its founding in 1902. Leading universities of England, United States, and Canada have given him honorary degrees.

As an author, Dr. Jacks has been widely read for a generation and is at the height of his popularity today. The most recent of a score or more of publications are: *The Heroes of Smokeover, Constructive Citizenship, My Neighbor the Universe,* and *The Education of the Whole Man.*

Upon learning of the public recreation movement in the United States at first hand at the 1930 Recreation Congress at Atlantic City, Dr. Jacks said, "Bless my soul, here is an organization carrying out the gospel I am preaching! There is no greater problem than that of leisure, which is a world problem. I am planning to devote the rest of my life to it. There is no better place to start than in America. If we can get the thoughtful leaders in America giving their attention to this problem, the influence will be world-wide."

The National Recreation Association is sponsoring Dr. Jacks' appearance in the United States in the belief that the contribution he has to make in interpreting to community leaders the significance of the leisure time movement will greatly advance the movement in America.

Leisure Challenges Our Age Says Dr. Jacks

"A man is no longer master of his own time as his forefathers were. On every side artful operators have studied his weak points and capitalized his leisure." . . . "Leisure is precisely that part of human life the needs of which are most conspicuously overlooked in our public systems of education as carried on in schools and colleges, and nowhere more so, I think, than in America." . . . "Leisure is the time supposed to be devoted to resting, amusing ourselves, play of one kind or another. There are two kinds of play; one playing the fool and the other playing the man. One is the meanest and the other the noblest game in the world. The object of leisure is to give the largest opportunity for the second kind of play." . . . "The skill of the people is the greatest of humanity's undeveloped assets. All great arts have originated in the well-doing of ordinary things. . . . Put into the doing of anything all the excellence that it needs and you are in a fair way of doing an artistic thing."

Arrangements for the local appearances of Dr. Jacks are now being made. Further information may be obtained from the National Recreation Association, 315 Fourth Avenue, New York City.

NATIONAL RECREATION ASSOCIATION

Incorporated

FINANCIAL STATEMENT

January 1, 1930 through December 31, 1930

General Fund Balance December 31, 1929	$ 35,778.61	
Transferred to Emeregency Reserve Fund	5,975.00	$ 29,803.61
Income		
Contributions	327,043.30	
Contributions for Specific Work	13,865.05	
Interest and Dividends on Endowment Funds	10,429.93	
Interest	997.56	
Playground and Recreation Sales, Subscriptions and Advertising	9,839.80	
Badge Sales	2,629.17	
Special Publication Sales	13,298.69	
Business Operations	3,767.79	
National Recreation School	6,972.37	388,843.66
		418,647.27
Expenditures		
Community Recreation Field Service	139,603.51	
Field Service to Colored Communities	22,237.98	
National Physical Education Service	15,311.40	
Local Employment Service	11,622.23	
National Recreation School	43,953.54	
Correspondence and Consultation Bureau	37,414.35	
Physical Efficiency Tests, Boys' and Girls' Badges	2,511.27	
Research and Publication Service	37,439.19	
Recreation Congress	9,126.11	
Year Book	5,563.93	
Community Drama Service	12,372.09	
Playground and Recreation	24,041.75	
Park Recreation Service	9,289.61	370,486.96
General Fund Balance December 31, 1930		48,160.31
Commitments December 31, 1930		39,700.00
William E. Harmon Memorial Field Secretary		
Balance December 31, 1929	339.34	
Receipts to December 31, 1930	6,938.19	
	7,277.53	
Expenditures to December 31, 1930	7,294.53	*17.00

Special Field Service		
Balance December 31, 1929	$101.91†	
Receipts to December 31, 1930	4,290.69	
	4,188.78	
Expenditures to December 31, 1930	4,452.20	*$263.42
Music Service to Small Towns		
Balance December 31, 1929	174.35	
Receipts to December 31, 1930	3,106.28	
	3,280.63	
Expenditures to December 31, 1930	2,636.49	644.14
Music Study		
Balance December 31, 1929	2,085.20	
Receipts to December 31, 1930	10,766.52	
	12,851.72	
Expenditures to December 31, 1930	11,349.18	1,502.54
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls		
Receipts to December 31, 1930	6,500.00	
Expenditures to December 31, 1930	5,565.10	934.90
Francis J. Torrance Memorial Field Secretary on Play in Institutions		
Receipts to December 31, 1930	6,500.00	
Expenditures to December 31, 1930	4,940.01	1,559.99
Interest and Dividends on Frances Ross Poley Memorial Fund		
Balance December 31, 1929	260.00	
Receipts to December 31, 1930	235.00	
	495.00	
Expenditures to December 31, 1930	260.00	235.00

Recapitulation

Balances December 31, 1929		
General Fund	29,803.61	
William E. Harmon Memorial Field Secretary	339.34	
Special Field Service	101.91†	
Music Service to Small Towns	174.35	
Music Study	2,085.20	
Interest and Dividends on Frances Ross Poley Memorial Fund	260.00	32,560.59

Income to December 31, 1930		
General Fund	$388,843.66	
William E. Harmon Memorial Field Secretary	6,938.19	
Special Field Service	4,290.69	
Music Service to Small Towns	3,106.28	
Music Study	10,766.52	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	6,500.00	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	6,500.00	
Interest and Dividends on Frances Ross Poley Memorial Fund	235.00	$427,180.34
		459,740.93
Expenditures to December 31, 1930		
General Fund	370,486.96	
William E. Harmon Memorial Field Secretary	7,294.53	
Special Field Service	4,452.20	
Music Service to Small Towns	2,636.49	
Music Study	11,349.18	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	4,940.01	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	5,565.10	
Interest and Dividends on Frances Ross Poley Memorial Fund	260.00	406,984.47
		52,756.46
Balances December 31, 1930		
General Fund	48,160.31	
William E. Harmon Memorial Field Secretary	17.00*	
Special Field Service	263.42*	
Music Service to Small Towns	644.14	
Music Study	1,502.54	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	1,559.99	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	934.90	
Interest and Dividends on Frances Ross Poley Memorial Fund	235.00	52,756.46
Commitments December 31, 1930		
General Fund	39,700.00	
Music Study	1,502.54	
Music Service to Small Towns	644.14	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	1,559.99	

Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	$934.90	
Interest and Dividends on Frances Ross Poley Memorial Fund	235.00	$44,576.57
Endowment and Reserve Funds		
Special Fund (Action of 1910)	25,000.00	
Lucy Tudor Hillyer Fund	5,000.00	
Emil C. Bondy Fund	1,000.00	
George L. Sands Fund	12,546.37	
"In Memory of J. I. Lamprecht"	3,000.00	
"In Memory of Barney May"	500.00	
"In Memory of Waldo E. Forbes"	1,403.02	
Frances Ross Poley Memorial Fund‡	6,000.00	
Ellen Mills Borne Fund	3,000.00	
Other Gifts	75.00	
C. H. T. Endowment Fund	500.00	
Frances Mooney Fund	1,000.00	
Sarah Newlin Fund	500.00	
"In Memory of William Simes"	2,000.00	
"In Memory of J. R., Jr."	250.00	
Frances R. Morse Fund	2,000.00	
Emergency Reserve Fund	154,975.00	
Loss and Gain on Sale of Securities	2,573.50	
Ella Van Peyma Fund	500.00	
Nettie G. Naumberg Fund	2,000.00	
"In Memory of William J. Matheson"	5,000.00	$228,822.89

*The cost of these special studies is pledged by a friend, but the check reimbursing these studies was not received in time to incorporate it in the report for the year of 1930.

†Check to cover this amount was not received in time to incorporate in the report as of December 31st, 1929, but was received in 1930.

‡Restricted.

I have audited the accounts of the National Recreation Association for the fiscal year ending December 31st, 1930, and certify that the above statement is a true and correct statement of the financial transactions of the General, Special Study, and Endowment Funds for the period.

(Signed) J. F. CALVERT,
Certified Public Accountant.

National Recreation Association

Incorporated

315 Fourth Avenue, New York City

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MAGAZINES

Child Welfare, March 1931
- Kite Flying May Be a Dangerous Pastime
- Playgrounds Gardens in Cedar Rapids, by Esther Leighton Smith

The American City, May 1931
- "Our Best Playground Idea"
- For More and Better Municipal Baseball, by C. C. Brown
- Community Bells and Singing Towers, by Marcia Mead
- County Planning Proves Its Value, by Russell Van Est Black
- Jones Beach State Park

Popular Homecraft, May-June 1931
- A Playhouse for the Children, by Bert C. Hubbard
- Making and Operating Puppets is Fascinating Hobby, by Harry Burnet and Harold J. Ashe
- Kites—How to Build and Fly Them, by J. M. Killen
- "Diana"—A Fast Sailing Model Yacht, by Captain E. Armitage McCann

The Sportswoman, May 1931
- Badminton and the Oldest Badminton Club in the World, by Mrs. William E. Bramwell

The Journal of Health and Physical Education, April 1931
- Hiking—A Physical Education Activity, by Bonnie Cotteral
- Squash Court and Rules of the Game, by Edward F. Abercrombie

Camp Life, April 1931
- Construction of Waterfront Facilities, by Harvey A. Gordon
- Rewards in Nature Study, by William Gould Vinal
- Practical Waterfront Devices, by Arthur H. Lawson

PAMPHLETS

Everwear Playground and Water Apparatus. Catalogue describing and illustrating 255 different types, sizes and units of apparatus

Rhode Island Independence Day. Issued by the Commissioner of Education, State of Rhode Island

Rhode Island Arbor Day. Issued by the Commissioner of Education, State of Rhode Island

Proposed Park Reservations for East Bay Cities, California, 1930

Westchester County Recreation Commission, Annual Report 1930

Berkeley Vacation Camps

Summer Activities of the Dallas Playgrounds

Recreation in the City of Yonkers—1930 Report—Community Service Commission

A New Public Health Program for New York State, Millbank Memorial Fund, Quarterly Bulletin, April 1931

Educational Opportunities of Greater Boston—Summer Courses. Compiled by Prospect Union Educational Exchange, Cambridge, Massachusetts

Playgrounds Association of Philadelphia, 1930 Report

Playground Board—Village of Oak Park—Report 1930

Manual for Cottage Mothers in Institutions (Tentative Draft). Child Welfare League of America, Inc., New York City

City Parks Association of Philadelphia—1928—1930 Report

Vocational Education in the United States, Document No. 309—71st Congress. Government Printing Office, Washington, D. C.

Sixth Pan American Child Congress, 1930—Report of the Delegates of the United States of America Government Printing Office

Nineteenth Annual Report of the Playground Community Service Commission, New Orleans, Louisiana, 1930

First Annual Report of the Department of Public Recreation, Lansing, Michigan, 1930

An "Ole Swimmin' Hole"

THE "old swimmin' hole" made famous by James Whitcomb Riley, the Hoosier poet, in his poem of that title, has become a modern swimming pool.

Five years ago the Park Board of Greenfield, Indiana, was created. The general responsibility of this board was to be the development of the Riley Memorial Park in which the famous poet's "old swimmin' hole" was located. A careful study was made of swimming pools and their construction, and every effort was made to secure the best results possible from the expenditure of the $25,000 appropriated for the pool.

On July 4, 1930, the swimming pool was dedicated. Entering the front door a visitor finds himself in a spacious, well lighted entrance room where the fees are paid and from which the men bathers pass to the right and the women to the left to the dressing rooms which have been provided. Because of the necessity of keeping the cost down, a clothes checking system has been installed in place of the usual modern locker system. The men's dressing room, well lighted and ventilated, is equipped with benches, showers and a counter for checking clothes. At the rear of this room is a complete sanitary system. The men pass to the concourse floor through a foot bath. The women's dressing room at the left is the same size as that of the men, 14 feet by 100 feet. Here are curtains, dressing rooms and showers, and a counter for checking clothes. To the rear is another adequate sanitary system and the same arrangement as on the men's side for passing through a foot bath. There is a continuous floor drain here, as on the men's side, permitting of the flushing off of the locker room floors as well as all other floors in the bath room area.

To the rear of the men's room is a public toilet for men and back of the women's dressing room, a rest room for the use of the women public. At the extreme rear of the pool is a space for the installation of the sterilization, purification and recirculation equipment and electrical control. This filter plant is an 18,000 gallon per hour plant which will turn the water over in the pool in less than 15 hours.

On the concourse floor is a wading pool for little children about 12 feet by 25 feet, ranging in depth from 6 inches to 12 inches and completely screened. The pool proper, which is ovoid, is 80 feet by 120 feet and has a depth of from 3 to

A-A folks, and how's the boss feeling this month. Fine eh! That's good. Then you should be in good spirits—I didn't say "full of."

I heard a good one the other day. A fellow got sick, thot he'd save some money. Called up the Drug Store clerk, who came out to the house, analyzed the case, and wrote a prescription. But he missed it. His business was filling prescriptions, not writing them. And then the sick guy called in a real doctor, and paid his bill twice. Funny? Heck No. The chances are you'll do it on that swimming pool you're going to build. Will you get someone who "says he knows" or someone who really knows, as evidenced by his training and experience?

Six years in University and five years in Municipal Work, City Engineer in a town of 60,000, and design, supervision and construction of over $2,000,000 worth of structures is the technical training I offer.

Ten years doing nothing but pool work, with 40 pools, BINTZ POOLS and sunken pools, for municipalities, private estates, amusement parks, Recreation Commissions, tourist camps, country clubs, memorials, Park Boards, civic clubs, Chautauquas, Chambers of Commerce, Commercial enterprises, etc., is the Experience to match it.

The James Whitcomb Riley Memorial Bintz Swimming Pool on the Brandywine at Greenfield, Indiana, is a most beautiful job and a fitting memorial to a national figure, made famous by his poem, "The Old Swimmin' Hole." A nice picture, enlargement or big cut, with complete data is yours for the asking. But while I'm at it, I'll give you a little information right here.

Dimensions and Quantities

Pool Proper...80′ x 120′	Promenade .....16′ to 26′
Overall .....133′ x 167′	Promenade area sq. ft..7,144
Area Pool Sq. Ft...8,157	Bathroom area sq. ft...6,218
Volume, gallons..256,000	Bldg. Equiv.....30′ x 215′
Depth .....3′ to 9′	Wading Pool.....12′ x 25′
	Bathers daily.....2,500

We Print the Costs, Because Only Bintz Can Do It

General ...$16,361.25	Pool and Bathhouse 99% permanent. Actual Cost within $93.00 of estimate. For sunken Pool equivalent add $8,200. Numerous details such as subdrainage, expansion joints, temperature steel, scum gutters, continuous floor drains, etc., can't all be mentioned here.
Plumbing .. 2,650.00	
Lighting .. 598.67	
Equipment 2,037.90	
Painting .. 1,511.50	
Purification. 2,832.00	
Total ...$26,091.32	

My pamphlet is yours for the asking. It has complete description, advantages and installation of BINTZ POOLS; cuts and pictures; syndicated pool article; data and cost on all pools designed by me; complete data on 4 economical pools; how to figure the cost of a pool; 4 comparisons of cost showing sunken pools to cost from 44.6 to 71% more than Bintz Pools; Income, operating and expense data; Recommendations; experience chart; 28 questions and answers; in all the most complete pool data available anywhere to my knowledge.

Z-Z people. I'll be back again sometime, and in the meantime, don't let somebody give you the two-time, but have a good time with a BINTZ POOL all the time.

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9 feet. The ends are squared off with a width of 36 feet sufficient for 7 swimming lanes of 5 feet each with a depth of 40 yards. The concourse floor is divided for the use of both bathers and spectators.

Outside of wooden doors and frames, not a stick of wood has been used in the entire pool or bath house construction. The pool wall, which is of concrete, forms one side of the bathroom and the concourse floor around the pool forms the ceiling of this bathroom. The total construction and equipment cost, including the cost of approximately $1,000 for a 2-line, octagonal, reinforced railing, was $26,091.31. The pool was designed by Wesley Bintz, of Lansing, Michigan, and is a patented construction.

From the dedication of the pool on July 4th to the evening of August 3rd, there was an attendance of 10,465 people, and almost $3,000 had been collected in fees. The charges are 10 cents for children and 25 cents for adults. Free mornings for children under 16 are provided.

BERNAT YARNS

offer many possibilities for craft work in your recreational program.

There are coarse warps and fillers for rug weaving, yarns and designs for hooking, also fine wools, silks, and cottons for hand-weaving, embroidery, knitting, and allied crafts.

Our magazine, the Handicrafter—published six times a year, subscription price $2.00—offers many timely articles on the crafts. There are projects suitable for children and for adults.

Write for samples and prices

EMILE BERNAT & SONS CO. Jamaica Plain, Mass.

World at Play

Educational Survey Reports To Be Available.—*School Life,* the official organ of the Office of Education, Department of the Interior, Washington, D. C., will report each month the educational activities of the United States government wherever they may be found. Three great national surveys conducted by the Office of Education—the Land Grant College Survey, the Secondary School Survey and the National Survey of the Education of Teachers—will also be reported from month to month. The Office of Education is using this publication, which may be secured for 50 cents a year, as the quickest way of getting the findings and preliminary reports of its research and statistical studies into the hands of teachers, administrators and others interested.

Has Your Community Such a Man?—Within two years West Hartford, Connecticut, has accomplished more in recreation than was carried through in the preceding ten years. Why?—Because a volunteer who was not so busy because of business conditions practically gave his full time to the development of a recreation program.

John Nolan, speaking at a planning session of the National Recreation Congress, stated that we needed to get more stock brokers interested in planning recreation areas. It is in part because West Hartford had a business man such as L. I. Corliss that such rapid progress has been made.

Has This Happened to You?—It was a busy August morning for a certain city director of recreation with the usual grist of reports, requests and complaints—eligibility tangles, a difference of opinion between two staff members, the assignment of a special worker to a fraternal picnic, how much could be spent for music in the final pageant—but there was to be one event this particular morning to make it stand out from all the routine August days.

The buzzer buzzed to show that the director was again wanted on the telephone. A deliberate, cultivated, slightly quavering voice came to him.

"You don't know me and perhaps I shouldn't bother you. I am an old woman, past seventy. I live right opposite the Seventh Street playground and on the side where the little children play. I am not able to leave the house much and I have to spend most of my time on the porch. I want you to know what a joy it's been this summer to

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All Sport Nets
This house has long been headquarters for all the above.
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Singing Games and Folk Dances
Ideal Playground Material
by NEVA L. BOYD
You will find in these compilations by Neva L. Boyd, who has worked in cooperation with native teachers of dancing and folklore, a wealth of fascinating material that will be invaluable to you this summer and long afterward. Each book contains illustrations, detailed diagrams or directions, and words and music to accompany the action.
Old English and American Games. 40 singing games including Maypole dances for older children. $1.25.
Folk Games and Gymnastic Play. 28 singing games, 6 gymnastic games and a system of exercises. For young children or older groups. $1.25.
Folk Games of Denmark and Sweden. 41 singing games or folk dances. More than half are for young children; the rest for older groups or adults.
Folk Dances of Bohemia and Moravia. 33 dances with songs for elementary, high school or adult groups. $1.25.
Write for leaflet containing detailed descriptions of books, and catalogs of FitzSimons operettas, cantatas and octavo music for community activities.
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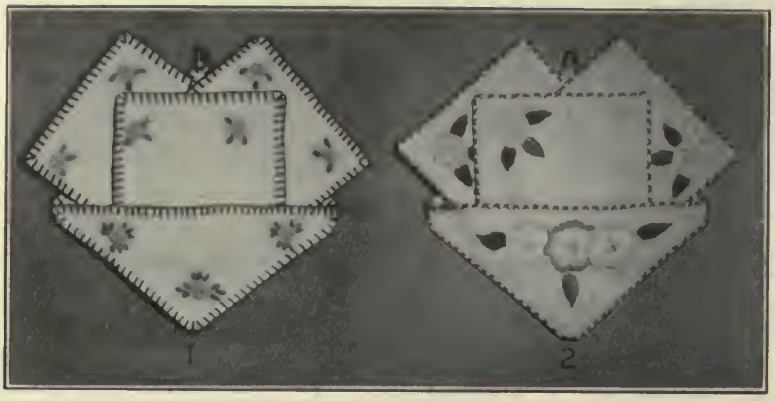

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Orders will receive our special attention no matter how small. Can make immediate delivery.

Descriptive price-list gladly mailed upon request.

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watch the young lady with the children. I hadn't believed children could be so happy in the city or that one person could bring out so many happy qualities and interesting plays and games. Lots of the neighbors feel this way, but I was afraid none of them would tell you. So I am doing it."

And the days seemed less trying, less routine-like for the balance of the summer.

One County's Recreational Service.—The growth since 1922 of the Department of Recreation, Camps and Playgrounds of the Los Angeles County, California, Park Commission has been unusual. At the time of the opening of the Big Pines Recreational Camp in 1922 there were eight employees. Since that date the average annual increase of workers has been 53 per cent and at the present time there are 119 persons employed. During the same eight year period the annual expenditures have increased accordingly, the gain being 1,897 per cent. In 1930-31 the general recreation budget of the County as reported to the State Comptroller was $1,510,059 divided as follows:

Museum of Natural History, Science and Art	$363,413
Hancock Park	24,726
Stadium	227,000
Recreation Camps and Playgrounds	660,684
Park Department	234,236
	$1,510,059

Adult Recreation.—The average age of the players in the adult harmonica club organized by the Metropolitan Playground and Recreation Department of Tacoma, Washington, is 58. Tacoma also has volley ball leagues for men whose average age is 40. In Portland, Oregon, a woman's club has been created whose members, all over 60 years of age, meet once a week to play cards, sew, sing and chat. Once a month this group serves a luncheon, each member preparing part of the meal.

Community Programs in Louisville.—Friday night was community night on each of the Louisville playgrounds last summer, and children and parents took turns entertaining each other on community night programs. Square dancing, mass game parties, singing games, dramatics, stories around a bonfire, boxing, circuses and concerts, were attended by whole neighborhoods during the summer. More than 500 adults and children entertained on community night programs. An estimated total of 20,000 attended.

Seattle's Backyard Playground Contest.—Seattle, Washington, held its third annual Backyard Playground Contest, April 6th to May 6th. The Council of Pre-School Associations conducted the contest, in which all parents were urged to join, under the following classifications:

1. School districts having the largest number of backyard playgrounds.
2. Most artistic backyard playground consisting of either ready-made equipment or home-made. The arrangement of the grounds must be artistic.
3. Best home-made backyard playground. All equipment must be home-made.
4. Child under sixteen years of age building a swing, sandbox or other equipment for younger brother or sister, may also be entered in the contest.

The committee had as its slogan, "Let us put Seattle on the map as a city having the largest number of backyard playgrounds in proportion to its size." The rules required that a backyard should contain one or more play facilities. A fenced-in yard with no equipment was not eligible to compete for the trophy. Judging was based upon the type, design and cost of construction, as well as its safety, originality and practicability.

Each contestant was asked to submit his name, address and telephone number, the class division in which he wished to enter his backyard, and the school district to which he belonged.

Los Angeles Accepts Gift.—The Playground and Recreation Department of Los Angeles, California, has accepted formally the home of Miss Aline Barnsdall in Hollywood. The property includes the house constructed by Miss Barnsdall at a cost of $125,000 and property worth approximately $76,000. The new addition to the city's recreation system will be used as a recreation center primarily for employed girls and women. The house will be enlarged to include a gymnasium and a swimming pool costing $40,000. A children's theatre for the production of outdoor plays and musical programs and a wading pool will be built adjoining the house at a cost of $16,000. The playhouse will be of futuristic design, circular in shape, and brilliantly colored with every hue of the rainbow. It will have a seating capacity of 400 children.

Dramatics in the West Chicago Parks.—Plays and dramatic entertainments extending over a period of two weeks made the program of the West Chicago, Illinois, Park Commissioners

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Keep playgrounds free from dust with Solvay Calcium Chloride...

PROTECTING children at play is the aim of the modern playground. How important to protect them from the dangers and dirt in dust! It's so easy and it costs next to nothing.

An application of Solvay Flake Calcium Chloride on gravel or earth surfaces effectively ends the dust nuisance. And Solvay Calcium Chloride kills germs. The photomicrographs pictured here show you the results. 347 cultures in the untreated dust. Only 3 in the same dust treated with Solvay Calcium Chloride.

Make this a dustless outdoor season on your playgrounds. Send today for full information and booklet No. 1159.

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A surfacing designed to meet the particular demands of the American climate. It is the result of years of experimenting with tennis court surfaces. Rubico is no secret mixture. • It is made of clay, shale, quartz, feldspar and iron oxide. Although it is fast-drying, it does not require constant watering for it is dustless and never cracks. • As Rubico is free from sand, it is non-slipping and does not wash out. Its deep reddish hue makes it an ideal background for the ball. • A Rubico court costs less to build and maintain than any court of equal quality. Write for information.

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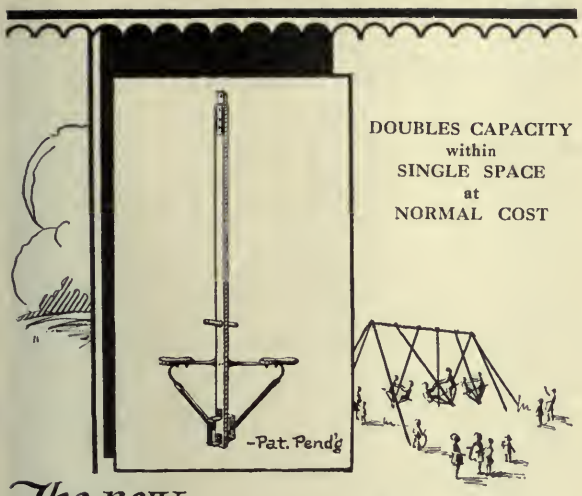
of special interest in March. Each recreation center promotes a junior and senior dramatic club, both of which finish the season with presentations at the local center and at two other recreation centers during the annual Drama Week.

A Course in Marionettes.—A short course in the making and operating of marionettes was conducted by the Division of Recreation, Department of Public Welfare, Louisville, Kentucky, May 1st to 15th. Instruction was given by Miss Frances E. Fox of the Recreation Department of Houston, Texas, in modeling, casting, stringing and operating both simple marionettes suitable for smaller children's groups and the more difficult type for older children and adults. A registration fee of $2.00 was charged for instruction. This included two tickets for the final production given at the end of the course by a selected group.

A Folk Dancing Festival in Los Angeles.—On March 28th the Department of Playgrounds and Recreation of Los Angeles held a Folk Dancing Festival presided over by the spirit of Liberty. Twenty-two nations were represented and many of the dances were given by children who actually traced their nationality back to the country from which the folk dances originated. Over 300 children took part and more than 2,000 people watched the dancing.

Drama Tournament at Cedar Rapids.—The second annual drama contest sponsored by the Playground Commission of Cedar Rapids, Iowa,



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A PRACTICAL, health-building apparatus, of substantial wood and iron construction, easily attached to any modern pipe stand. So balanced that adult and small child can swing at the same time. Handle-bar, Safety Seats, and Double Stirrup assure protection from falls. Highly endorsed by playground officials.

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SAUGUS MASSACHUSETTS

was held March 11th, 12th and 13th. Eight plays were presented by such groups as Girl Reserves, Y. M. C. A. and Y. W. C. A. players, county farm bureaus, women's clubs and church groups. The Catholic school, which had never before presented plays outside its own walls, received both awards. Every group taking part sold tickets at 25 cents each, and in this way earned its pro-rata share of the expenses.

A Springtime Exhibition.—Hundreds of Detroit, Michigan, boys entertained their parents on April 11th at the first annual Boys' Springtime Exhibition and Entertainment given under the auspices of the Department of Recreation with the cooperation of the Detroit Civic Theatre. The program consisted of selections by the boys' band, acrobatics, eccentric and tap dancing, drills, and an exhibition of handcraft work. A playlet, *The Birthday of the Infanta,* was given by children from the dramatic class of the Bonstelle School of the Drama.

Cincinnati's Municipal Orchestra. — Late last fall the Public Recreation Commission of Cincinnati, Ohio, organized an orchestra, the purpose

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You will see this piece of play apparatus on playgrounds everywhere you go. Physical Educators are unanimous in their praise of it since it not only keeps the youngsters in the fresh air but also provides a means of healthy exercise without supervision.

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Capacity 75 Children

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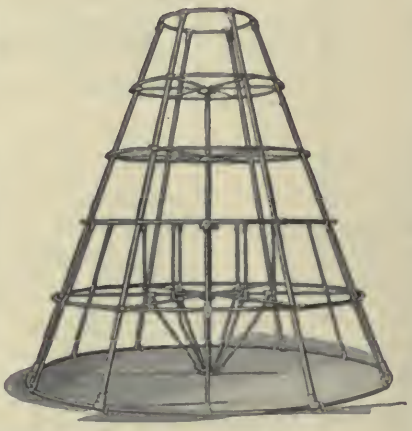
CLIMBING is good exercise and every child likes to climb. The best equipped playground will furnish opportunity for this type of developing exercise.

The children climb in, around, up and down through the outfit. The higher they climb the closer they are to the center, which is an important element in safety. The outfit occupies small space and can be moved without dismantling. Entirely of galvanized steel pipe, strongly held at all joints. Securely anchored into place by six anchors buried into the ground.

This is one of 255 different types, sizes, and units of approved EverWear Apparatus shown in the new Catalog No. 23—Write for this informative 56 page book—no obligation.



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10 feet in diameter at base and 10 feet high overall. 32 inches in diameter at top. The Circular climb comes complete ready for installation.

Your obligation to the children is to buy the best and safest in play apparatus—EverWear is just these things—and more.

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For use on playgrounds — lawns — backyards — beaches —camps and on picnics and outings. HOLINONE can be pressed down in the ground with your foot eliminating the digging of holes and destroying grass.

Regulation size and made of iron.

You can now include Golf in your recreation program and also in your recreation kits.

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of which was to absorb the cream of the talent developed in the city's high schools and colleges—to provide for the people who do not pursue music as a profession but who enjoy participating and who otherwise would have no way of continuing their interest in group playing. On March 22nd this orchestra, known as *The Cincinnati-Municipal Orchestra,* gave its first concert, playing compositions by Mozart, Schubert, Liszt, Beethoven and Rubinstein. The ultimate goal of the Commission is a full complement of one hundred of the finest amateur musicians in Cincinnati, playing a regular program of concerts each season.

Harmonica Contests in Reading. — On March 27th the Department of Public Recreation of Reading, Pennsylvania, held the preliminaries of harmonica contests for boys and girls. On April 6th the finals were held. The rules governing the tournament called for the playing of a set piece—girls (juniors under 16) *Home Sweet Home;* girls (seniors 16 or over) *Old Black Joe;* boys (juniors under 12) *Home Sweet Home;* boys (intermediates 12 to 15 years) *Old Black Joe;* boys (seniors 16 and over) *Old Folks at Home;* in additional, an optional selection was required.

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There's a wider safety factor in "CHICAGO" Playground Equipment—a surplus of *extra* strength, strength beyond any possible need. Better designs, sturdier construction, selected materials, more careful manufacturing, complete weatherproofing and rigid inspection "guarantee" longer, safer service from "CHICAGO" Equipment.

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Organizing the Boys of St. Petersburg.—An interesting organization for younger boys has been created by the Bureau of Recreation of St. Petersburg, Florida, in the 4-Square Club organization which is composed of various units throughout the city. There are now 350 members. The boys' program is modeled on that of the civic luncheon clubs, weekly meetings being held at which there is a program consisting of presentations by the boys themselves and by adult speakers. This organization has made a strong impression upon the public school authorities.

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The materials will cost only 10 cents per square yard delivered at destination.

No odor, easy to apply and permanent.

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Book Reviews

SERVICE LIBRARY. Boy Scouts of America, 2 Park Avenue, New York City.

The *Service Library* of the Boy Scouts of America contains a series of practical booklets many of which will definitely be of interest to recreation workers. Among them are *Archery*, 20 cents; *How to Spin a Rope*, 30 cents; *Bird Record*, 30 cents; *Boat Building, Canoe Repair and Paddle Making*, 40 cents; *Nature Collections*, 40 cents; *Camp Buildings and Scout Shelters*, 15 cents.

ALL-SPORTS RECORD BOOK WITH HISTORIES—1931 EDITION. Compiled by Frank G. Menke. Distributed by Eastern Distributing Corporation, New York City. $1.00.

This record book contains histories of over fifty major sports, the names of champions, past and present, and all outstanding records.

SAFETY EDUCATION. Idabelle Stevenson. A. S. Barnes and Company, New York. $1.00.

Miss Stevenson, who for a number of years has been associated with the Education Division of the National Safety Council which has been a pioneer in the safety education movement, has brought sound experience and knowledge to the preparation of this volume. Methods of teaching safety, student safety organization, accident reporting and inspection, publicity, programs, and special safety projects are among the subjects discussed.

SAFETY PROGRAMS AND ACTIVITIES. Florence S. Hyde and Ruth C. Slown. Beckley-Cardy Company, Chicago, Illinois. $1.25.

This practical manual discusses methods of organization of safety work in elementary and junior high school and suggests programs for each month. It also outlines projects for school and community, presents facts about accidents, and gives a bibliography.

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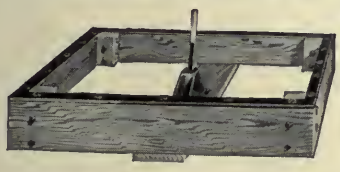

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EIGHTEENTH ANNUAL REPORT OF THE CHIEF OF THE CHILDREN'S BUREAU. United States Department of Labor. Government Printing Office, Washington, D. C. $.05.

A report of Grace Abbott, Chief of the Children's Bureau for the fiscal year ended June 30, 1930, tells of the work of the recreation specialists attached to the Social Service Department of the Bureau. The greater part of the time of this worker has been devoted to the problem of recreation among rural children. Demonstrations have been given to 4-H Clubs and other rural groups in 12 states and at the National 4-H Club Encampment in the District of Columbia. Institutes were held for 69 groups of club leaders and in all about 13,000 people were assisted in planning and carrying out programs of group play which could be taken back to their own communities. A report on rural recreation in West Virginia has been completed and will be published in 1931.

MUSIC AND THE CHILD. Child Study Association of America, 221 West 57th Street, New York City. $.50.

The best of progressive theory and practical material in the form of lists of material, such as books, piano rolls and phonograph records, have been combined in this book, designed to help parents and teachers bring music as a creative experience into children's lives. The book is divided into two parts. The first section includes a foreword by Peter W. Dykema followed by discussions of various phases of music education. The second section is made up of a collection of lists compiled and edited by the Music Committee of the Child Study Association of America, including books for singing, rhythmic response and piano playing, phonograph records, piano rolls and books. Each list has been developed to cover the needs of children from early childhood to maturity.

8 BOYS' PLAYS FOR CAMPS AND CLUBS. Albert M. Brown, 918 Avenue P, Brooklyn, New York. $.50.

Club leaders and camp directors will hail this book with delight. Mr. Brown knows boys and he knows that boys are fond of acting—when they approve of the play. In preparing these short plays he has struck the type of humor that suits boys to the ground. The alert imagination that turns a commonplace event into a thriller, the joke on the other fellow that every boy loves, the repartee of boyhood—the "wise cracks"—all are turned to good use in this book which is written with a practical knowledge of camp and club facilities and a sympathetic understanding of directors' problems.

PRIMARY INDUSTRIAL ARTS. Della F. Wilson, B.S. The Manual Arts Press, Peoria, Illinois. $2.00.

This book has been prepared especially for the use of teachers in primary grades, the aim being to treat each of the various art and industrial art subjects now taught in the schools in such a manner that the teacher inexperienced in manipulative processes may have suggestions for assisting her pupils in construction work and related study. Mounting and pasting, sandtables and sandtable projects, stick-printing, simple folders and booklets, paper construction, clay modeling, pottery, basketry, textile weaving, and thin wood toys are among the subjects discussed.

TAP, CAPER AND CLOG. Helen Frost. A. S. Barnes and Company, New York. $2.00.

Miss Frost, who is the author of a number of books on clog dancing, takes us a step further in this new volume and presents fifteen additional dances with directions and music.

INTRAMURAL POINT SYSTEMS FOR GIRLS' ATHLETICS. Women's Division, National Amateur Athletic Federation, 370 Seventh Avenue, New York.

Through its Committee on Point Systems, the Women's Division has issued in mimeographed form the results of two studies. One is a study of intramural point systems in 110 high schools. The second report presents information on a study of point systems in the high schools of five states—Alabama, Illinois, Kansas, Nebraska, and Oregon. Copies of these two studies may be secured from the Women's Division at 15 cents each or 25 cents for both.

PHYSICAL EDUCATION.—A Course of Study for kindergarten and Grades 1, 2, 3, 4, 5 and 6. Long Beach City Schools, Long Beach, California.

One of the most interesting courses of study thus far presented by a physical education department has been incorporated in this volume prepared by officials of the Long Beach Public Schools. The course provides a progressive developmental course in physical education activities based on the interests and growth needs of children at the various age levels. The activities are classified according to grades—whether they are hunting games, rhythms, relays, picture games, stunts or other types of activities—and under each game the following information is given; content and method including formation and objectives, suggestions for playing, rules and outcomes.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912 of RECREATION, published monthly at New York, N. Y., for April 1, 1931.

State of New York } ss.
County of New York }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the Editor of RECREATION, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

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2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is (This information is required from daily publications only.)

H. S. BRAUCHER.

Sworn to and subscribed before me this 28th day of March, 1931.

[Seal] CLARENCE B. WILSON.

Queens County Clerk's No. 1943. Certificate filed in New York County Clerk's No. 502.

(My commission expires March 30, 1932.)

Children First

EVEN when men are unemployed and hungry, municipal playgrounds and recreation centers are kept up and open.

One million dollars more was expended for recreation leadership in 1930, the year of business depression, than the year previous.

After all, taxpayers are first of all fathers and mothers of children and men and women who care for children.

Economy cannot well begin with the children. Children first—always and forever. The future before the present!

And a child is fully a child only so far as he plays—that is the kind of being he is, that is the way he grows.

Children would rather play than eat—though they will do their share of eating later when the game is over.

In times of unemployment we need all the cheer we can get. We recognize that it is no time to rob children of any part of their childhood. More rather than less play is needed when morale must be kept up.

Of course, you cannot have the best play for children unless you have fathers and mothers who keep smiling, who keep courageous, who keep playing themselves, who bring back into the home the spirit of play.

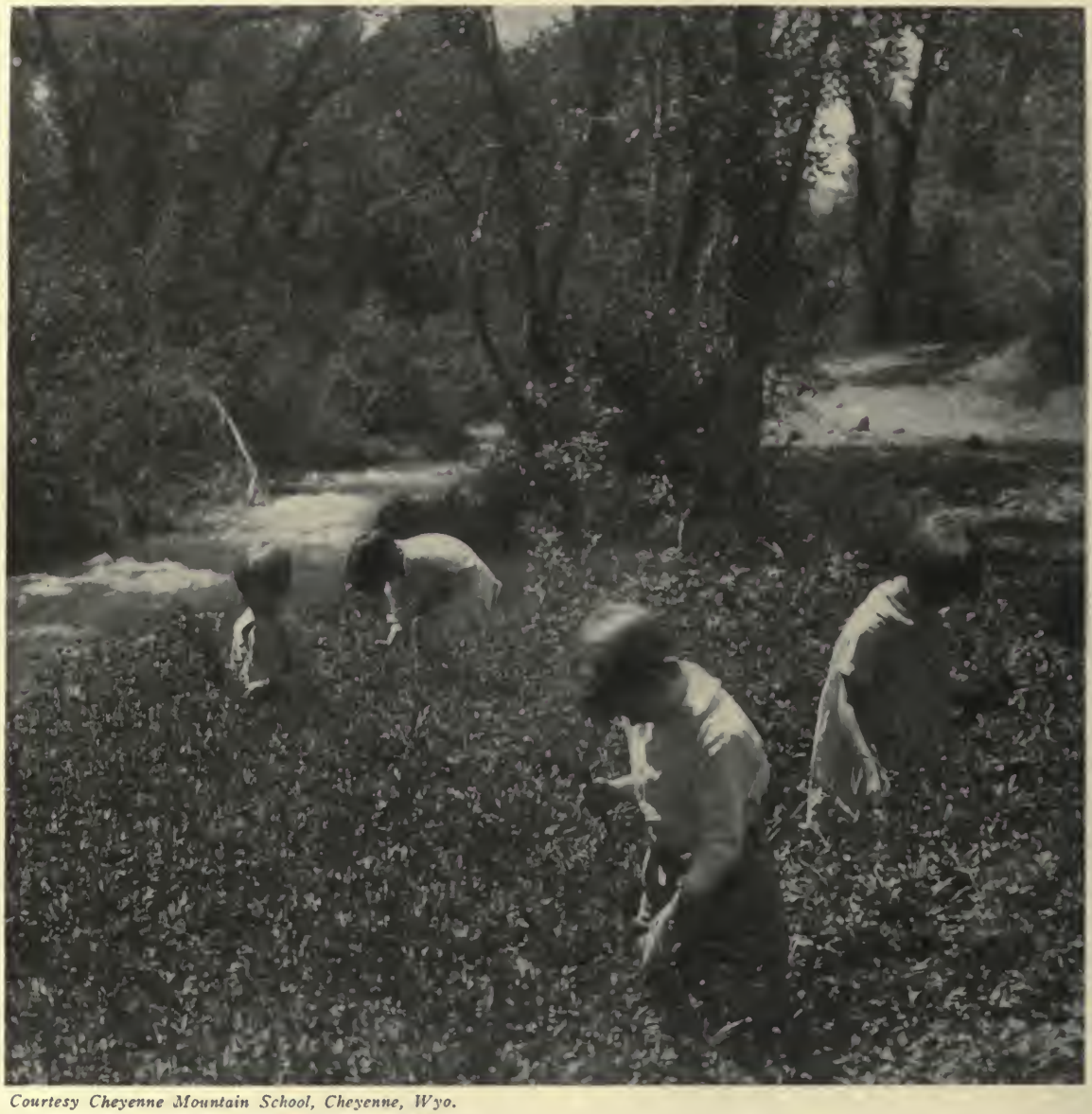
We can be proud that city governments of America, whatever their faults may be, did not, in 1930, in time of business depression, go back on their children.

HOWARD BRAUCHER.

"In the face of danger or disaster on a sinking ship we would strike down anyone who attempted to save himself at the expense of a child. Children come first not only on sinking ships but in our hearts, our homes, our schools, and our churches. They *are* first. The race can save itself—can lift itself higher—only as children are lifted up."

—Joy Elmer Morgan.

Youth Is Such a Lovely Thing!



Courtesy Cheyenne Mountain School, Cheyenne, Wyo.

Youth

I must laugh and dance and sing,
Youth is such a lovely thing!
Soon I shall be old and stately;
I shall promenade sedately
Down a narrow pavement street,
And the people that I meet
Will be stiff and narrow, too,
Careful what they say and do.

It will be quite plain to see
That they were never young like me.
When I walk where flowers grow,
I shall have to stoop down low
If I want one for a prize.
Now I'm just the proper size.
Let me laugh and dance and sing,
Youth is such a lovely thing!

By A. W., from Creative Power,
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Consider the Pollywog

By Joseph Lee

President National Recreation Association

Mr. Lee makes the plea that we do not overlook, in planning our program, the games appropriate for children—games which are "not too terribly in earnest," and that we leave room for creation, song, wonder, inquiry, and adventure.

IN the article entitled *The Development of Skills in Games,* by Arthur T. Noren, which appeared in the March issue of RECREATION, an important contribution has been made to the solving of a very real problem, namely, that of finding or inventing games for younger boys and girls that will both develop in them the kinds of skill that are necessary for success in the games of adolescence—thus admitting them into the world of major sports—and that will at the same time be real games to them and not mere finger exercises. I believe the development of such games, of which Mr. Noren gives a list, will supply an important link in education.

The idea presented in Mr. Noren's article applies indeed to education as a whole. The most troublesome educational problem of the present time is how, in the brief period between the kindergarten age, which ends at six or earlier, and pre-adolescence which begins at nine or ten, to teach the child the great variety of skills that our modern life demands of him and at the same time to leave him a margin on which to live a little as he goes along. How can he take his French lesson, his dancing lesson, his piano lesson, do his home lessons, follow diligently the primary course in tennis, golf and football that his father, ex-quarterback of Old Squedunk, demands, and at the same time find room for any of his own free, wild, unsupervised pursuits?

Courtesy Dept. of Interior, Canada

"Nature says, 'Come nearer. Be leisurely, and walk. Dally, loiter, poke along.' "

Mr. Noren's principle has important bearings upon this whole problem. I want, however, returning to its playground application, to make one supplementary suggestion. So far as the child can at the same time both acquire skills for the future and also live meantime we have plain sailing. But I believe that in order to live fully he must have some other games besides, games that do not prepare for baseball or for other sports in which great skill is needed. I mean the little running, chasing, hiding, raiding games—games in which the children laugh and squeal and run and tumble over each other and are not too terribly in earnest—children's games, in short, which after all are appropriate for children. And life is not all games; there must be creation, song, wonder, inquiry and adventure—as, of course, Mr. Noren has assumed. If these are slighted we shall have committed once again the ancient crime against childhood of which practically all education has been guilty—the crime of not letting the child live as well as learn. In such case the essential will have been omitted.

The truth is there are two kinds of education—the kind that prepares for something and the kind that merely is something while it lasts. Climbing is a good example of the latter. Climbing, except in the social sense, is not to a great degree the sport or occupation of grown people. But I believe it is very necessary for the child. I have no evidence on the point (I don't know whether anybody has any evidence that any sort of education is of value), but I have a hunch that if there is something not too dangerous

(*Continued on page* 247)

It is surprising what delightful substitutes are to be found when travel away from home is out of the question

A Stay-at-Home CAMP

By Mary J. Breen
National Recreation Association

LET'S go camping, let's get away from the city, explore the countryside, hunt for adventure—such is the call of summer, the urge to get outdoors, to feel the thrill of discovery and to learn of nature in all its loveliness.

In past summers, a great many adults of moderate means who wanted to get away from city ordinariness were given the opportunity of going to camps established for this purpose by Departments of Recreation, Y. M. C. A.'s, Y. W. C. A.'s, and similar organizations. This summer many of these camps find that they cannot carry on their

regular programs because of the curtailment of their budget funds, and because of the reduced incomes of those who attended during previous seasons. Other organizations that anticipated opening camps this year have decided to postpone the inauguration of their projects until prospects of their success become brighter.

This means that hundreds of men, women, and employed boys and girls who might have gone to camp (under favorable circumstances) will not be able to do so this summer. And yet their need to get outdoors, away from all routine and hurry, is greater than ever. For their satisfaction some activity should be found which will provide them with the same thrill of adventure that comes with trips to unknown places and with the unrivaled romance of open fires. Such an activity must eliminate any outlay of money for the maintenance and upkeep of camp facilities and yet preserve the essentials of a real camp program. Adapted to just such purposes is the following stay-at-home camp program which may be conducted by any Department of Recreation or organization with available leadership:

At this stay-at-home camp there are all the parties, hikes, bacon bats and flash light units that participants enjoy so much at regular camps. Camp units are small so that each individual can give full play to his fancies—for the secret of the success of any camp is the freedom it allows its members to do what they want and be what they are, provided, of course, they show consideration for others. If possible, groups should not be larger than sixteen nor smaller than eight.

Each unit has its own treasury and its own leader, who may be a member of a central planning council organized for an interchange of ideas and suggestions. Pre-season leadership training courses in the form of hikes and parties will increase the size and efficiency of this central council. The assistance of volunteers should be enlisted wherever possible so that a large number of units can be established. If activities are kept interesting and the program constantly motivated, there is little danger that these leaders will shirk responsibility.

Novel Hikes and Trips

On each week-end some novel hike or trip to the outdoors is planned. If the group is composed entirely of boys or entirely of girls, at least one or two of them are "mixed" hikes. During the week special parties are arranged—perhaps an old fashioned fruit party or a Japanese lantern social in one of the neighboring parks. Once or twice during the summer each camp unit acts as host to one of the other camp units. This occasion may be a night of stunts, since no camp season is complete without at least one of these proverbial camp entertainments. The following suggestions are offered for novel hikes and trips:

Gypsy Patter-Run. An age old Gypsy tradition demands that any band that finds a good trail must leave at each fork of the road a pile of stones designating which turn leads to better fortune. In true Gypsy style, everyone should come to this hike garbed in many colors with scarfs and bandanas of red and blue and yellow, should wear jangling earrings, anklets, and bracelets and carry tambourines, if they like. On such a trip units travel separately but join at the end of the trail. One band starts off a half hour before the others and piles the stones which show the road that leads to the "pot of gold"—a supper of sandwiches and cocoa, specially arranged Gypsy dances, and a song fest in which all join as the sun goes down and the Gypsies prepare for the trek homeward.

Fire Fly Hunt. This unusual hunt, staged in pairs, is most appropriate for over-night hikes or for parties in a park or reservation. The territories should be fairly well known and clearly designated so that none of the participants get lost in the dark. Each person taking part carries a flash light. The two leaders carry lights with colored bulbs so that these lights can be distinguished readily. The two leaders start off together several minutes before the rest of the group. When out of range, they flash a light as a signal to the others. The hunters start after them, following the colored lights which are flashed on and off at regular intervals. Tracks may be retraced as often as the leaders choose. The couple that succeeds in catching

GYPSYING

I wish we might go gypsying one day before we're old
To step it with the wild west wind
And sing the while we go,
Through far forgotten orchards,
Hung with jewels red and gold;
Through cool and fragrant forests where never sun may show,
To stand upon a high hill and watch the mist unfold—
I wish we might go gypsying one day before we're old. —Selected

H. Armstrong Roberts

Occasionally there are nearby streams for fishing. If not, just hiking is fun enough for most of us!

the "fire flies" is rewarded with a box of marshmallows which, needless to say, will be toasted over the fire before the evening program is brought to a close.

Nature Treasure Hunt. This treasure hunt is an old idea but is never failing in popularity and adds interest to even the most ordinary hike. The group is divided into couples. At the leader's direction, couples go out and bring back the treasure which the leader names. For example, the leader says, "Go out and get me a three pointed leaf." The first couple to return with the proper treasure is given a small stone.

As soon as the treasure has been found, the leader blows a whistle which is a signal for all players to return. When all have returned, partners are exchanged and the leader gives the second charge. There is no end to the list of things for which an ingenious leader can send a crowd. The person possessing the largest number of stones at the end of the hike is given some suitable reward.

Progressive Supper Hike. This is a three stop hike with "eats" and recreation at each stop. For example, all of the crowd are directed to meet at a designated place at a certain time, and hike to

Stop 1—where circle and mixing games are played and fruit is served—then to

Stop 2—where races and tag games are provided and steak or "hot dogs" are served; and proceed to

Stop 3—where there is a big camp fire and cocoa or coffee, doughnuts, cake and marshmallows. The entertainment closes with stunts and a storytelling hour.

Moonlight Hike. There is nothing more thrilling than a hike when the moon is full. It is essential, of course, that the crowd be kept together throughout the night and that a night be chosen so that the people will have an opportunity to rest next day.

A song and story hour during which woodland sprites, or ghosts and skeletons appear from behind boulders or trees to entertain the group, will make the affair a memorable one. Sprites may dance to the music of a flute, because it is airy and ethereal, and in the moonlight seems to cast a spell of magic all about. The skeletons, garbed in black suits on which bones and skull are outlined in phosphorous paint, will supply much merriment.

Sunrise Hike. The crowd assembles at four a. m. Bugle calls may be used at the point of

assembly. A camp fire breakfast, games, and hiking songs are appropriate for the destination point.

Surprise Stunt Hike. On this hike units again travel separately but join at the end. Before starting, each unit plans a stunt which will be presented along the route as a surprise to the other units.

At selected points groups are stationed, hidden from the advancing hikers. The performers greet the hikers with some appropriate ceremonial sign, present their stunt, fall in when it is finished, and march on with the crowd. A few possible episodes and stunts follow:

Gypsy Fortune Tellers. Such a hike would scarcely be complete without Gypsy fortune tellers who tell the past and future and predict happenings enroute.

Cowboy Holdup. Dressed as wild westerners and cow punchers, the performers appear unexpectedly and hold up the group. The prisoners are escorted to the rodeo grounds where frontier songs from Carl Sandburg's "American Song Bag" and feats of rope spinning and lassoing entertain the group. When bona fide lariat performers are not available, the whole program can be burlesqued with great effectiveness.

Two Black Crows. Since hikers are always nature lovers, two couriers from bird land are dispatched with messages of greeting. What could be more appropriate than jokes made famous by the Two Black Crows?

Indians. An Indian brave appears from behind a tree, salutes the hikers with the Indian sign of greeting, and escorts them to the council ring which has been set up in a nearby clearing. Here they are treated to Indian contests, dances and stories.

Wandering Minstrels. "—for music hath charms" —A band of wandering musicians can do much to enliven the group and can provide the music for songs around the fire and on the stretch homeward.

Where Nature does not offer swimming places, man is usually able to provide a substitute. With pools available, stay-at-homes may have swimming parties.

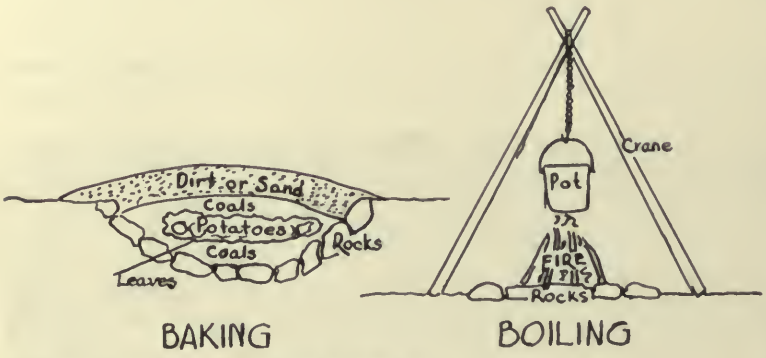
H. Armstrong Roberts

Fruit Party. When treasury funds are low and the group wants to take only a short walk there is nothing more appropriate than an old-fashioned fruit party. Each person is made responsible for bringing some fruit—one brings a half dozen of bananas, another six apples, another two pounds of grapes; several are made responsible for supplying a fruit drink. The group meets and walks for a short distance to a grove which is gaily lighted with colorful Japanese lanterns. Here games are played and refreshments served.

This same idea may be used for a *Pound Party,* either indoors or outdoors. Each guest brings a

pound of some eatable—a pound of cookies, a pound of grapes, a pound of candy. The hostess usually provides the sandwiches. It is obvious that such a party can be conducted with little cost to anyone.

Twilight Swim. A twilight swim on a hot summer evening does much to revive wilted bodies and wilted spirits. If the swimming pool, lake or beach is near at hand, such parties should be scheduled frequently during the summer, especially for employed girls and boys whose only opportunity to swim is during the hours when pools and beaches are crowded to capacity.



Cooking is anything but work when it's done out-of-doors over a wood fire!

Swimming in a lake or in the ocean is, of course, more thrilling than swimming in a pool, but where natural bathing places are not available pools are good substitutes. In planning a twilight swim it is important that the leader be thoroughly acquainted with the swimming area and that adequate precautions be taken to prevent accidents. The swim should close with songs and informal chatter around a driftwood fire on the beach or "doggie" roast on the lake shores.

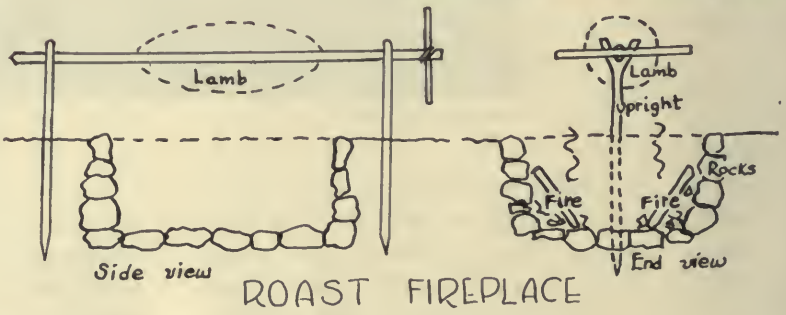
The Barbecue

The barbecue is "the thing" with which to end up a stay-at-home-camp season. It should be arranged for the entire group of campers or for several units. Everything is planned carefully in advance and so worked out that each member has an opportunity to do his share of the work and help the affair go off smoothly.

Find a good place to hold the barbecue—an easily accessible place with lots of good wood or means to get wood, good drinking water, and plenty of room so it will not be crowded. An open place near a pine grove and a lake is ideal. Look around for boulders of a size that are easily handled. Be sure that they are dry and that there are plenty of them.

The day before the barbecue, or the week-end before, take part of the group, eight or ten, to the grounds and make things ready. You will need three fireplaces at least, a big one for the lamb, a smaller one for the baked potatoes and another for the apple sauce and coffee. Corn can be roasted in the big fireplace or baked in another fireplace similar to the one used for the potatoes. For a group of fifty dig the potato fireplace three feet long, two feet wide and a foot deep. Line it with stones the size of your fist. Make the fireplace for the roast somewhat larger, five feet long, four feet wide and two feet deep, and line it with larger field stones (from an old wall, perhaps). Eighteen inches from each end set two heavy crotched sticks about five feet long so that they extend about two feet above the ground. Round out the crotches a bit to form a bearing for the cross piece. Use a sapling about eight feet long and three inches in diameter for the cross piece. Fit it with a crank so it can be turned. Lay a simple circle of stones about three feet in diameter for the apple sauce fireplace and erect a crane over it made of three saplings about seven feet long.

And food roasted over a fireplace of rocks has a most delicious flavor!



Pile hard wood cut into two foot lengths near each fireplace. (Nearly half a cord will be needed for a group of fifty.) A shelter of some sort, a tent fly or tarpaulin, will be handy in case of rain. The group that has made the preparations can stay

overnight and make a camping trip of the event.

About noon time of the barbecue day build a large fire in the roasting fireplace. Feed it regularly for two or three hours until there are plenty of hot coals and all the rocks are nearly red hot. About three o'clock rake the fire to the sides of the fireplace so that there is little fire in the middle and hot fires on each side to reflect heat up against the lamb. Roast the lamb whole. Put the cross bar through its middle and nail it solid through the back bone. Wire the legs to the pole so it can't possibly slip off. It can be stuffed with ordinary bread and spice stuffing and sewed up, or it can be roasted empty.

Lay the pole with the lamb on it across the two crotched sticks. Be sure that there is no fire under it but that the two fires on each side of the fireplace are hot and steady. Keep the fire very hot for the first half hour and from then on keep it good and warm but not hot enough to burn the lamb. Detail two or three people to turn the roast and to baste it occasionally with melted butter or basting sauce in which there is no salt. In about three hours it should be done.

Half an hour before the lamb is put on the fire build a second fire in the potato fireplace and keep it blazing for two hours. At about five o'clock rake out half the coals, spread leaves or damp grass in a thin layer over the coals left in the fireplace, put the potatoes in, being careful to have only one layer of them, cover them with some more leaves or grass, rake the extra coals over the potatoes and cover with the dirt that was taken out when the hole was dug. Build a fire on top and let it burn out. In about an hour and a half the potatoes will be done.

After the potatoes are buried start a small pyramid fire in the apple sauce fireplace. Peel and quarter the apples, add a little water and put them over the fire to stew. In half an hour add five pounds of sugar, stew for five minutes, and set aside to cool. Coffee or cocoa is made over the same fire.

Corn can be roasted in the husks for about three-quarters of an hour in the same way as the potatoes. Or it can be cooked on the end of a stick, each member roasting his own ear of corn over the big fireplace. If the group is very large it will be easier to boil or roast the corn for everyone. In smaller groups it is more fun to do your own.

About six thirty everything will be ready. Dig up the potatoes and corn and take the roast off the fire. A serving committee can pass out the food or it can be served in cafeteria style with each member helping himself. Plenty of rolls and butter and jam will help make the event a big success.

For a group of fifty you will need a whole lamb weighing about thirty-five pounds, three pecks of potatoes, three pecks of apples, nine dozen ears of corn, ten pounds of sugar, ten pounds of butter, five pounds of jam, a pound of coffee, two quarts of cream, ten dozen rolls, a pound of salt and a quarter of a pound of pepper. Paper dishes are the best. Each member can supply his own knives, forks, spoons, and cups. Paper cups are seldom satisfactory for hot liquids.

In the evening have a story about the fire or get groups of embryo actors to show their talents and entertain with stunts. Before leaving make sure that the fires are all out and that there is no possibility of their starting up again.

Other Activities

At all camps there are athletic tournaments and contests. An ambitious leader can make his program even more attractive by arranging inter-unit competition in tennis, swimming, baseball and other athletic events if such activities are not already organized in the community.

Where good hiking routes are not accessible, a community's resources should be utilized to their fullest advantage. A city in Illinois which tried out a plan last summer similar to the Stay-at-Home Camp idea staged weekly programs on the college campus. Several fires were lighted on each of these occasions. To each fire was assigned a leader or group of leaders who were responsible for conducting the activities in their respective groups. The program consisted of games, dancing, stories, and community singing. A marshmallow and "doggie" roast climaxed the season which, according to all reports, was a most successful one.

Leaders who are interested in conducting a stay-at-home camp program will find these suggested books very helpful:

"Camping and Woodcraft" by Kephart

"The Rhythm of the Red Man" by Julia Buttree

"Stories Iroquois Tell Their Children" by Powers

"Two Little Savages" by Ernest Thompson Seton

"American Song Bag" by Carl Sandburg

(*Continued on page* 247)

Here Comes the Circus!

A Practical Plan for a Playground Performance

By
John C. Henderson and Ralph Borrelli

Playground and Recreation Department, Los Angeles

Courtesy Memphis Park Commission

The travelling circus wagon—once a curiosity, now accepted equipment.

WHILE the circus idea is by no means new to the playground program, the traveling circus has many unique features and is growing in popularity. It consists of a large circus wagon of the traditional type containing all the necessary equipment for putting on a circus. This wagon is sent from ground to ground, two days being allowed between performances. The wagon arrives at a ground either on the afternoon before the performance or early in the morning of the day on which the circus is scheduled. Most of the acts, of course, have been in the process of rehearsal under the leadership of the director of the playground. With the circus, however, comes a traveling director who assists in putting on the final touches.

Performances are given in the afternoon or evening or at both times. Evening performances are the more popular as adults are able to attend them. The wagon carries auxiliary lighting equipment which can be cut in on the playground circuit. Another popular feature is the presence of a skilled ringmaster in full regalia, whose efforts contribute greatly to the success of the show.

The Circus Equipment

The Wagon. The circus wagon in Los Angeles, California, was made from an ordinary farm wagon on which was constructed a wooden frame 17 feet long, 8 feet wide and 5 feet high. This frame was covered with a light gauge sheet metal and the wagon was then painted red, blue and yellow, and ornamented with scroll work, animals and circus scenes. The inside of the wagon was partitioned off into two sections. The front takes up about one-third of the wagon space and access is had into it by a door in the side of the wagon.

In the wagon may be carried a tent, stakes, circus ring, small platform, bucking broncho apparatus, horizontal bar, tight rope stands, the clowns' paraphernalia, lighting equipment, pedestals, tumbling mat, stage coach, rope and stakes for spectators, costumes, cosmetics, and the animal frames. The costumes, lighting equipment and cosmetics are stored in the front portion of the wagon. The rear contains all such equipment as the tent, stakes, animals and ropes. Tent poles, long stakes, bucking broncho apparatus and horizontal bar may be carried on top of the wagon.

The Tent. The circus tent is a hip roof tent of vertically striped orange and green canvas. The dimensions are 15 by 30 feet, with a 9 foot 6 inch wall, and a 14 foot center. It has side and back walls, the front being open. The wall is snapped to the top every 30 inches. Two center poles 14 feet long are used. At the rear of each side a 4 by 7 foot door opening is left, and a piece of canvas 6 feet high and 14 feet long is stretched from the front edge of this door on the outside so that participants may enter the tent without being seen by the spectators.

Stakes. Tent stakes are made from 1 inch pipe cut to 18 inch length. The anchor stakes for the horizontal bar are made of ¾ inch solid red 3 feet long. Stakes to which ropes are tied for holding back spectators are made from 1 inch pipe cut 4 feet long. The total requirements for the stakes are as follows:

20—1″ by 18″ for tent .....(Pipe)
12—1″ by 4′ for barrier stakes .....(Pipe)
6—3″ by 3′ for horizontal bar .....(Solid)
2—¾″ by 2½′ for Rocking Broncho...(Solid)

Panels and Panel Holders. Twenty panels and 21 panel holders are fitted together to form the circus ring. See diagram.

Small Platform. A platform is essential for tap dancing and other special features and for exhibiting the freaks.

Bucking Broncho. This is a very popular number. See diagram for details of apparatus. In practice a boy mounts the "horse" and the chain is violently shaken until the rider is dislodged.

Can anything be more intriguing than a side show? Try to pass one!

Courtesy Memphis Park Commission

Courtesy Playground and Recreation Commission Alton, Ill.

Strange, awe-inspiring animals make their appearances in the parades.

Horizontal Bar. A playground circus would not be complete without horizontal bar acts. Since the bar is portable, great care must be taken to see that it is firmly anchored. Two chain or cable guys are used on one side of the bar provided by the Los Angeles circus, and a block and tackle are used on the other.

Tight Rope Apparatus. A burlesque tight rope performance is always popular. Two frames are included in the Los Angeles circus equipment.

Lighting Equipment. Four 500 watt flood lights form the main lighting equipment. In addition, a string of lights is placed inside the tent and other lights in back of the tent as may be needed for the performance.

Pedestals. Brightly painted pedestals are necessary for animal acts, some of the clown acts, occasionally for the announcer, and for other purposes.

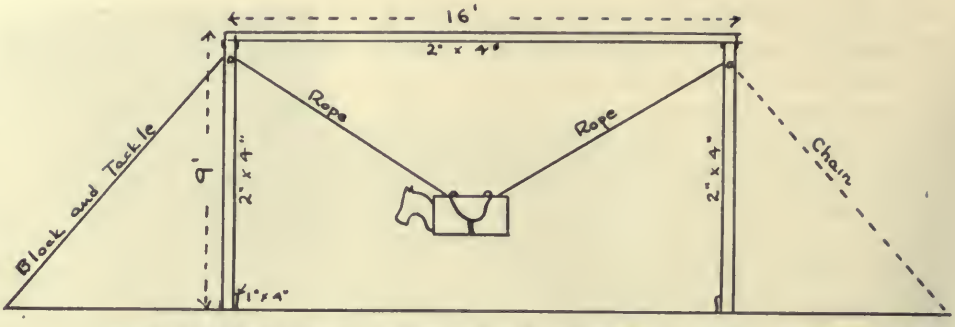
Tumbling Mats. Tumbling and pyramid work is another indispensable feature of the circus. Because mats used outdoors receive very hard wear, it is best to use old ones or to provide protecting covers.

Rope. To control the spectators a quantity of one-half or three-quarter inch rope is a necessity. Stakes should be provided to which to fasten the rope.

Stage Coach. The stage coach is rather elaborate and could be dispensed with. It is, however, very important for a Wild West Show.

The Animals

The number and variety of the animals is limited only by the ingenuity of the circus management and the amount of money available. Horses, an elephant, a bull, Spark Plug and a "Rudy" ostrich are popular in Los Angeles. They are fairly simple to construct and an interesting performance can be built around them. The frames are 1 by 1's and Number 10 wire. This frame is then covered with light weight poultry wire which in turn is covered with stout wrapping paper. The final covering is of burlap. Padding of excelsior or cotton batting or rags is placed between the paper layer and the burlap layer to give shape to the animal. The finished animal is painted with calcimine colors. In *How to Put on an Amateur Circus* by Hacker and Eames, directions are given for the construction of a number of animals.



Some details of the construction of the "bucking broncho," a feature of the Los Angeles circus.

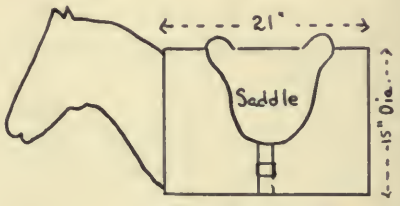
Costumes

Two complete sets of costumes are provided for the circus, one set being in use while the other is being laundered and repaired. In most instances it will be desirable to have the costumes laundered after each performance to avoid any possible infection. The costumes are carried on portable hanger frames which can be lifted out as a unit from the wagon and placed in the dressing rooms. Following is a list of the costumes:

12—Clown suits, sizes 6- 8 years
10— " " " 10-14 "
10— " " " 14-18 "
8— " " " 18 and over
10—Ballet costumes, sizes 10-16 years
12—Indian " " 10-14 "
10—Cowboy suits, hats, etc., sizes 10-14 years
15—Animal suits, sizes 8-12 years
10—Spanish costumes, sizes 12-16 years
18—Band coats
6—Roustabout coats, sizes 16 and over
15—Animal masks, lions, etc.
15—Animal heads
2—Wigs and beards
1—Ringmaster
1—Bull fighter, size 16 years
1—Barney Google, size 12 years
1—Rube, size 16 years

Freaks

1 Snake charmer, size 14 years
1 Fat lady " 14 "
1 Bearded lady " 14 "
1 Homely man " 14 "
1 Homely woman " 14 "
1 Strong man " 16 "
1 Fortune teller " 14 "
1 Siamese twins " 10 "
1 Wildman " 10 "



He may look innocent but don't trust him!

Cosmetics

The following list of cosmetics is carried. The circus director assists in the make-up, particularly of clowns. The playground directors may secure a few volunteers to help.

Clown white
Red and black liners for clowns
Burnt cork for wildman
Cold cream
Face powder
Crepe wool hair for moustaches
Cheese cloth for wiping faces

General Procedure for Program

In addition to the circus director who devotes full time and to the ringmaster who works only during the performances themselves, it is desir-

able to have a workman attached to the circus to take general charge of setting up and taking down equipment. It is usually easy to secure volunteers from the playground patrons to assist with this work. In fact, it is a part of the circus fun to be allowed to help in this way. The layout should be set up as close as possible to the field house so that the building facilities are available for dressing rooms and so that the layout is close to a possible electrical connection.

The importance of the ringmaster has already been mentioned. A small band is also very desirable; even five pieces will make quite a showing if appropriately costumed, but ten or fifteen are, of course, much better. The ringmaster appears with highly polished boots, a bright red coat, white riding trousers, tall silk hat and a long whip. He should by all means wear a big black drooping moustache. The band can be inexpensively costumed by using white waiters' jackets dyed in bright colors. A bright blue jacket ornamented with orange braid is very effective. Similar coats dyed in another color are given to the "roustabouts" who assist with the set-up and take-down and who move apparatus during the circus itself. These coats also add to the color of the occasion.

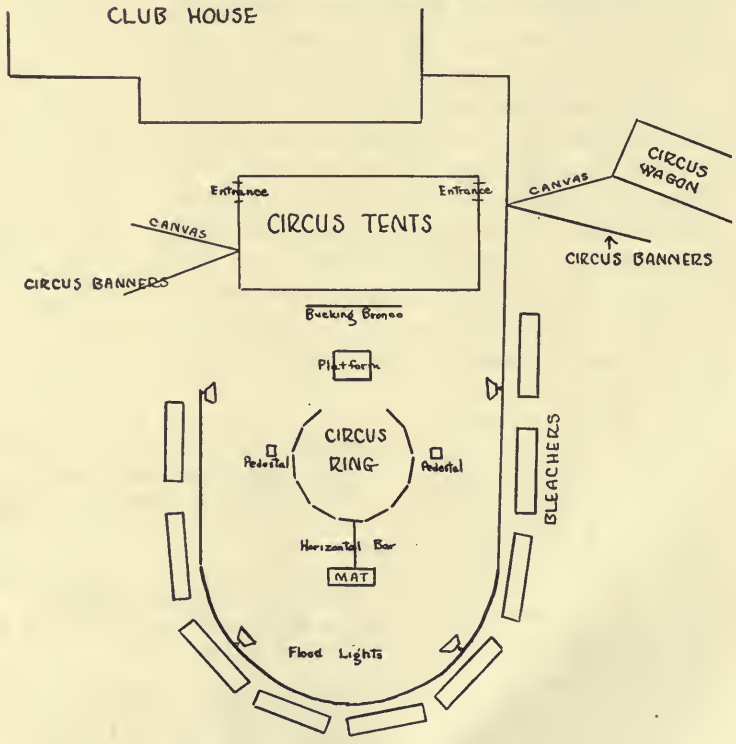
The Program

A standard program is followed as closely as possible. This requires a minimum amount of equipment and special work. It also enables the band to work out a musical setting for the entire season of shows. The following program has been used successfully on many types of grounds. It needs little preparation and also makes use of a large number of participants. The suggested program follows:

I.
Grand Entry
II.
Tight Rope Walkers
III.
Trained Horses
IV.
Any special number worked upon playground, such as dances
V.
Spark Plug, Barney Google
VI.
A bicycle stunt — Diabolo — Yo-Yo— Juggling, Posing, etc. Music
VII.
Trained Animals
VIII.
Tumbling and Pyramids
IX.
Elephant Act
X.
Gypsy Dance or Spanish Dance, followed by bull-fight
XI.
Platform Stunt—Tap Dancers, Magician, etc.
XII.
Horizontal Bar Acts
XIII.
Freaks
XIV.
Wild West Show
Indians—Cowboys—Campfire Stunts
Bucking Broncho

Grand Entry. A short band concert starts the performance, following which a fanfare from the band heralds the entrance of the ringmaster. He "spiels" to the audience about "the greatest show on earth," and then announces the grand entry

Countless details enter into the organization of a circus. The plan of the circus layout is an important matter.



PLAN OF CIRCUS LAYOUT

and parade of all participants. All the participants, with the exception of the freaks, have been lined up in a column of twos behind the tent. They enter from one side of the tent, march around the edge of the ring area, and make their exit on the opposite side opposite to the entrance.

Tight Rope Walkers. Two frames for the tight rope act are provided, and a group of two to four 8 to 12 year old boys in tights or ballet costumes work on each frame. They burlesque the stunts of tight rope performers. The stunts can be practised on the wooden rims of the apparatus pits previous to the arrival of the frames themselves.

Trained Horses. Six boys from 8 to 12 years take part in this act. The "horses" fit around the waists of the riders. The horses enter single file with much prancing and snapping of the ringmaster's whip. They circle once inside the ring at a trot, and then circle a second time with the horses turned sideways to stimulate side-stepping. They then line up in the opening of the ring, facing the audience, and take four steps forward, then lower horses' heads to simulate bowing. They then back-step to the rear edge of the ring, after which the ringmaster announces several specialties.

First comes the fox-trotting horse, which simulates a fox-trot around the ring and thence to position. It is followed by the waltzing horse. Third comes the jumping horse. In this stunt, after an appropriate announcement, the ringmaster lies on his back in the center of the ring and the horse runs and jumps over him.

The last specialty is the one and only Hula, Hula horse. At the conclusion of its stunt it exits, followed by the other horses. The band, of course, plays appropriate music for each stunt.

Barney Google and Spark Plug. The ringmaster announces Barney Google and his famous horse Spark Plug, who enter and bow to the audience. Barney puts Spark Plug through such stunts of playing dead and of telling age by hoof beats. At this point, the ringmaster announces that Rudy, the ostrich, has also arrived and that there will be a race between Spark Plug and Rudy, with the ringmaster as starter. At the signal, Rudy runs to the exit. Spark Plug, of course, runs backwards and is finally shooed off the stage by the disgusted Mr. Google. "Sunshine" can be used to advantage in this stunt.

Special Number. At this point, some local specialty, such as trick bicycle rider, Diabolo or Yo-Yo Player, or juggler, is introduced.

Trained Animals. This number is one of the most popular, and is capable of almost endless variation. From six to twelve boys, 7 to 9 years old, are used. The boys wear various animal masks and appropriate flannel suits. The world's greatest animal trainer is announced. He makes his entrance and bows, returns and with much whip-cracking brings in the animals who are, of course, on all fours. He puts the animals through various individual stunts, such as forward and back rolls, hand-springs, etc. At the end of the act he drives each animal to its place on one of the pedestals, bows and exits with the animals.

Tumbling and Pyramids. This number should, of course, be worked up at the ground ahead of time. A large number of boys of various ages can be used and look particularly well in clown or Yama Yama costumes.

Trained Elephant. Two 14 year old boys compose the elephant. A little girl from 7 to 9, in ballet costume, can be the trainer. The elephant can be made to kneel, raise its feet when touched by the whip, stand on a pedestal, walk over the prostrate body of the ringmaster, kneel down over the prostrate ringmaster, etc.

Bull Fight Number. After this number is announced, a group of girls dressed as Spanish dancers enter and present a dance. At the conclusion they draw back to the edge of the tent and form a colorful background for the bull fight which follows.

First: The ringmaster announces the world's greatest toreador, who enters with long, pompous strides, takes off his hat with a flourish, and bows vigorously to the audience and to the dancers. The bull is then announced and rushes in angrily. It paws the ground, makes several rushes which the toreador evades. Finally the toreador rushes in, seizes

Hark! Hark! The dogs do bark!
The circus is coming to town!
A big Parade! And pink lemonade!
And many a motley clown.

Look! Look! The wonderful Gook!
Giraffes and elephants wild,
Cow boys who prance, ponies that dance
All for a little child.

Bum! B-rr-um! (That's the drum)
You don't need a single cent.
Oh hurry, let's go! The Playground Show
Beats anything seen in a tent!

the bull by the tail, twists it and the bull falls to the ground, expires violently, and the toreador poses with one foot on the body of the bull. He takes off his hat, bows again, and then exits, followed by the dancers. The boys in the bull roll out and carry the carcass away.

Courtesy Department of Recreation, Detroit, Mich.

There will always be plenty of performers in the playground circus! But there must also be hurry and bustle, hoarse calls to animals, growling and roaring outside, and a band to add to the noise and confusion.

A variation is to lead in a very dejected looking bull who refuses to fight even when provoked in various ways. Finally a large bucket painted red, with the word "Chili" in white letters on the side, is brought in and given to the bull. From this he receives sufficient vigor to attack violently.

Platform Stunt. Many stunts can be worked from the platform. Tap dancers, magicians, jugglers and posing numbers are particularly good. The posing is capable of great variation. A simple number is to have two boys in white track suits portray a series of wrestling holds in slow motion fashion. Poses from other athletic activities can be worked up similarly.

Horizontal Bar Number. Every playground has several boys who are quite proficient on the horizontal bar. Reasonably skillful performers should be used for this number, which is always popular.

Introducing Side Show Freaks. The skill which the ringmaster uses in ballyhooing the history and peculiarities of the side show attractions is the big factor in making this a very amusing number. The freaks are lined up in the rear of the platform. The ringmaster calls up each one in turn, spiels about him, and the freak does a little stunt and makes his exit. Children who are backward about volunteering for some of the other numbers are often eager to take part as a freak. Some of the following are appropriate: homeliest man; homeliest woman; bearded lady (paper-mache false faces can be used for these characters); snake charmer; fat lady (the more stuffing the better); wild man (does a lot of grunting and looks very vicious); strong man (lifts fake weights, bends a heavy iron bar made out of garden hose with stiff wire inside, etc.); Siamese twins (two overall suits sewed together so that one leg of each boy can be inserted together in the enlarged central leg).

Fortune Teller or Mind Reader. A 14-16 year old girl appears in appropriate costume. Several fake mind reading stunts can be used in connection with this number. The girl is blind-folded. The ringmaster holds a bell in his hand, rings it and asks what he is holding. She of course answers, "bell." A similar stunt can be worked with a whistle.

Wild West Show. No circus, of course, is complete without the wild west after-show. After it is announced by the ringmaster, about a dozen boys, 8 to 12 years old, dressed as Indians, enter with heads bent low and arms folded. They slowly form a ring inside the arena and dance around twice in war-dance fashion, dance into center and out again, form in twos, back up to the edge of the ring and sit down Indian fashion. Competitive stunts such as Indian wrestling, rooster fight, wand wrestling, etc., are featured. Finally the stage coach enters slowly, is spied by the Indian chief, who summons the Braves to attack it. As they circle the stage coach eight or twelve

boys dressed as cowboys enter, drive off the Indians and escort the stage coach to the center of the arena. A campfire gathering takes place, giving a chance for harmonica numbers, rope-spinning, or whatever else in this line is available.

Broncho Busting Contest. The cowboys and Indians, of course, enter in this contest, as well as possibly a few from the audience. The show then closes with a lively march number from the band.

Methods of Handling Performance

A few general hints on handling the performance may be valuable. A space near one of the entrances to the arena area, from which the performance may be seen, should be roped off for the participants. At the conclusion of the grand entry the participants assemble in this space with their playground director in charge. The playground director then notifies each group of performers when their turn comes and sends them to the circus director, who in turn is in touch with the ringmaster and band leader, and sends them into the arena at the proper time. The playground director should always have one group in advance sent out to the circus director. The tight rope walkers should lead the grand entry, so that they will be ready, as their number immediately follows the parade.

Courtesy Playground and Recreation Commission Alton, Ill.

So fierce are some of the animals that cages are often necessary.

Boy scouts can usually be obtained from local scout troops to handle spectators. If this is not possible, a group of responsible boys can be picked out and given patrol arm bands.

The playground director should arrange to have four boys from fourteen to eighteen to act as roustabouts.

These boys will move and arrange properties as needed. Two are stationed at each entrance and receive instructions from the circus director or from the ringmaster.

Clown Stunts

No mention has been made of clown stunts in the program itself, as they are usually run in to cover delays, such as shifting properties, etc. They are, of course, a very popular feature. Clown work is not as simple as it looks. As a rule it should not be left to the younger boys who are inclined to be silly rather than funny. Clowning should be done, therefore, by older boys. The clowns should remain close to the entrances with the necessary properties, so that the circus director or ringmaster can get them quickly when needed.

A few stunts follow:

Bathtub Stunt. Properties: A small bathtub or washtub mounted on a small wagon. On one side of the wagon is a window frame. A small block of wood painted white to resemble soap and a scrubbing brush are also needed. A small boy in a light colored bathing suit sits in the tub and goes through the motions of taking a bath as a clown pulls the wagon around the outside of the ring. The other clowns follow, waving their arms, calling attention to the apparent indiscretion of bathing before the open window.

Balloon Stunt. A clown walks into the circus arena and sits on one of the pedestals. He slowly blows up a toy balloon. The other clowns stand close by, watching. As the balloon gets bigger the other clowns pretend fright and move farther away. The balloon finally pops, knocking the blower over. The other clowns slowly gather around and find him apparently lifeless and carry him out while the band plays a dirge.

Curiosity Stunt. A clown enters and bends over, scanning the ground as if looking for something. A second clown enters, and after watching the first clown, also takes up the search, the first clown paying no attention. The first clown finally

(*Continued on page* 248)

Making Old Games Popular

John H. Gourley, Commissioner of Recreation, Cleveland, Ohio, stresses the value of games of low organization and offers suggestions for their use.

LOW organized games are mass or group games of few and very simple rules. They lend themselves to a ready use for any number of participants. They are adaptable for any occasion and are subject to countless variations as well as to endless inventions of other related games.

There are six cardinal points which make for the successful utilization of the mass of "low organized" games.

The Approach

The announcement, "Come on, children, we are going to play *Baste the Bear*" is an average approach made to begin a game and it meets with just average success. On the other hand there are dozens of devices which lend themselves as an approach to a game. A score or more children are present on the playground when the period for group games arrives. If the children are started upon some plan of grouping which arouses their interest they can be arranged into groups preparatory to the game without effort, coaxing, command or threats. Suppose the children were asked to line up with all the youngsters with blue eyes at the teacher's right and the brown and black eyed children to the left. There will be an interest. Or, the children with birthdays in January, February, March, April, and May, are asked to line up at the right and those with birthdays in the other months at the left. There will be thought and interest and curiosity as to how many there are likely to be in each group. Again, children whose names begin with letters in the first half of the alphabet are requested to form one group and those of the latter half of the alphabet in the other group.

A little thought will reveal scores of other equally novel assembly and organizing devices.

Group Organization

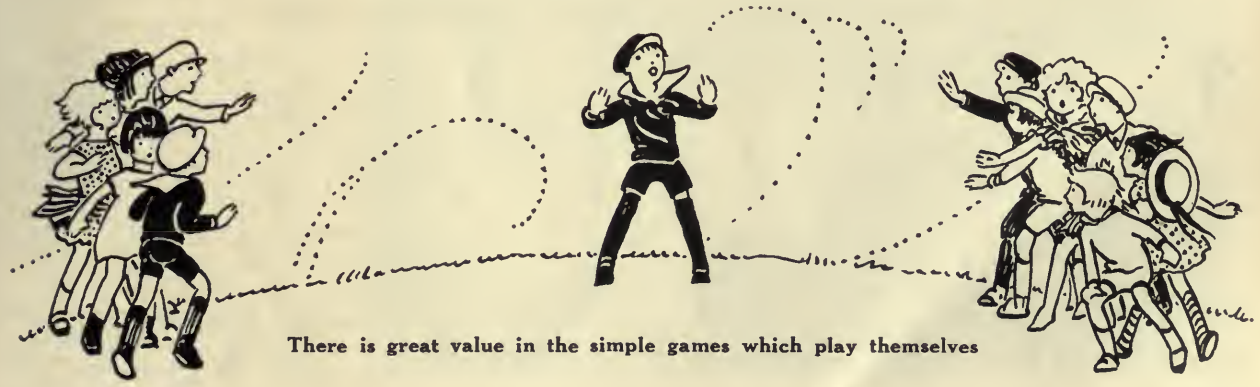
When groups have been formed the mechanics of arrangement are most important. With a smattering of knowledge of marching commands, movements and tactics, the groups already formed by the devices suggested in the interest creating period, will permit the groups to be formed into any formation or units desired to start a game.

The simple device of having the children take hold of hands or put their arms around the waists of the youngsters ahead of them permits the lines to be moved into circular or square formation or into additional lines. Thus linked the teacher may move the lines without definite marching mechanics into readiness for a game.

All of the "stunts" for partner selection and party mixers are equally as valuable and lend themselves to creating interest and group organization.

Selection and Association of Games

The leader may have approximately an hour for this low organized game programme. The preparation for this period for a real success regardless of the number of children, their disposi-



There is great value in the simple games which play themselves

tions, whether conditions, or other factors, is most important.

A selection of one or two line games, an equal number of circle games, and a race, feat or stunt, is a good outline for any period.

A line or circle game is not really known by the instructor or leader until its variations and possibilities for creating or inventing other games have been studied and these variations in its play worked out and a number of other games built from its structure.

So many of our published and standard low organized games are but variations of other games, formed by the association of two or more games, or new "inventions" in which one or more of the basic principles of one game have been combined with other elements of another game.

The selection of games for a low organized period should be made from other points of view as well. Too frequently the shelter house or place of storage for the game equipment is a real distance from the low organized field of play. If the leader has selected games that require a trip to the equipment box, the success will be small and each game must almost be reorganized with the same procedure as at the beginning of the period.

Games that use the same equipment or no equipment may well be selected for any one period. *Dodge Ball* and *Circle Stride Ball* are illustrations of circle games, while *Over and Under,* and *Tunnel Ball* are examples of line games. *Poison Snake* and *Circle Pin Ball* may be planned for the same period.

Races which use the same game equipment should be a feature and close the period.

Introduction to Games

Rather than announce the game, which in itself may cause no spark of interest for many reasons, a little pedagogy is still necessary. With the group in formation and in readiness, a story about the game or just a fact or two about emphasizing its origin or some essential of the game, will create interest. Line games have originated from early contest ideas. The mere fact that lines are established facing each other for some competition brings home the memory of many contests between clans, parishes, towns and counties. A story of some contest briefly told may be attached to the same and give color to the game.

Circle games originated largely from festivals or ceremonials. Perhaps the circle games selected for play may be found to have a story associated with them. If not some story which concerns itself with a circle of folks may be likewise attached to the game and create new interest.

Variations and Inventions

A change in the equipment used in the game is a first means of varying the game. A change of position or a change in the mode of moving may be a next means of bringing change to the game. If the game involves elimination, that evil may be met by putting those eliminated together and permitting the "winner" to re-enter the original group. Breaking the groups up into smaller units which qualify the winners for the finals presents another method.

The formation, equipment, position of participants, mode of movement, and object of game, are essential elements in all games. A change in any one of these elements by the leader creates a new game. If the leader works with the children to invent a new game out of the old one, a readiness of invention will produce sufficient inventions to more than occupy the period and bring the hour to a close with a freshness and feeling of enjoyment that will leave them fully prepared for a new type of activity. This is a greatly to be desired result.

A Few Games of Low Organization

THE Extension Department of the Milwaukee Public Schools has been very successful in adapting a number of low organized games for use with large or small groups. They are frequently used to hold the interest of early arrivals on the playground. Among these games are Dodge Ball (for two or for three persons, and for large groups), Baseball Dodge, One Out, Poison Snake or Poison Stick, All Up Relay, Flying Target, Jumping Shot, War, and All Run. Others may be used.

A list of twenty-one games of low organization from another city includes Club Snatch, Black and White, Red Rover, Poison, Spud, Squirrel in Trees, Three Deep Variations, Japanese Tag, Chain Tag, Last Couple Out, Swat Tag, Reverse Tag, Ring Wrestle, Bull in Ring, Circle Stride Ball, Circle Dodge Ball, Merry-Co-Round, Circle Ball, Club Guard, and Touch Ball or Center Catch Ball.

K.F.

Something Old! Something New! in Playground Programs

In the quest for new ideas for the playground program other cities can, perhaps, help you.

THE search for new activities, for new adaptations of old ones—the introduction of devices which will add interest to the program and will have real developmental values—this is the ever present problem of the recreation worker. What other workers have done or plan to do to meet the problem is, therefore, a matter of keen interest.

Clean-up campaigns are not new, but Lynchburg, Virginia, has added some new features in its "Civic Week on the Playgrounds." From each of the fifteen playgrounds, there sallied forth, just before the summer playground season, an eager group of children with an adult leader, entrusted with the responsibility of making a chart showing all vacant lots within a radius of a mile of their center. A check was made of those needing cleaning and later in the month these same groups spent two days in cleaning the lots and scattering wild flower seeds on them. Special collection of trash was arranged with the city authorities. While making the charts, the children delivered to each home they passed a "Clean-up Bulletin."

Storytelling

What have you done in your city to promote storytelling?

Start your program in the sand box is a suggestion which comes from Louisville, Kentucky. Gardens, castles and cities, farms and roadsters, were patted and scraped by sandy fingers when

Play streets are a part of the summer program of the Philadelphia Playgrounds Association

350 young architects of this city spent an entire afternoon early in July in the new playground sand boxes. Many of the children told stories about their gardens and castles as they built them. These story hours in the sand boxes were one of the most interesting features of the city's playground program last summer. The director or one of the children would tell a story while the other children illustrated parts of the story in the sand. An igloo with pop corn snow was modeled for the story of the far North, while all the towers of Camelot arose in the sand as the legends of the Round Table were told.

Perhaps one of the most ambitious programs of storytelling is that offered by the Recreation Department of Salt Lake City, Utah, which ten years ago held its first storytelling festival. Last summer the large central lawn at Liberty Park with its twenty-four bannered spots marked the station and theme of each of the costumed storytellers. At 7 o'clock the storytellers, all artists in their craft, took their places, and the tenth annual festival began. For over an hour thousands of children and adults stood at a storytelling booth or moved from one group to another getting a sample of all types of folk lore. At the conclusion of the children's hour several students of dramatic art from the University of Utah regaled the adults with stories for older people by use of a microphone and a portable amplifier.

A long hike ending at their overnight camp is not too strenuous for the students of the Slippery Rock, Pa., Normal School

A Playground Spelling Bee

A spelling bee in which the words used as far as possible pertain to the playground program, is the idea which comes from the Memphis, Tennessee, playgrounds conducted by the Park Department. "Handcraft," "athletics," "apparatus" and similar words have special interest for the children. And they are not always easy to spell!

That Closing Festival!

Whether you make the closing events of the summer playground season a festival or a circus, there is always the problem of introducing some thing new.

In Bloomfield, New Jersey, the Department of Recreation added interest to its closing festival by giving it the title "Around the World" and introducing various nationalities, each playground representing a different country. The spectators were transported from nation to nation as scene after scene in this series of skits, pantomimes and folk dancing unrolled before their eyes. The folk dancing was done by the girls, while the pantomimes and skits were given by the boys.

And as for the circus, a very effective finale was worked out in the circus held by the playground children of Winona, Minnesota, when the electricity was suddenly snapped off and the lights of lanterns began to appear as the children, carrying the lanterns which they had made for the recent lantern parade, marched around the arena.

Know Your Own Parks!

Many cities are only just beginning to appreciate the recreational assets they possess in their parks. Recreation departments are doing much to promote this appreciation by such a "Know Your Own Parks" campaign as the Recreation Department of Salt Lake City, Utah, conducted last summer. Groups starting at the bandstand of Liberty Park, made a tour of the park with a worker trained in nature lore. Further use of the facilities of the Salt Lake City parks was promoted by the Recreation Department when each week groups of children and young people left the play centers with their leaders to camp overnight at the dormitory in Mueller Park, where they prepared their own meals and planned their own program. The erection of an outdoor fireplace and stone circle benches and of an indoor fireplace, has added greatly to the enjoyment.

Music on the Playgrounds

Music activities in the playground program are developing rapidly. The interesting feature of

the program conducted by the Park and Recreation Board of Birmingham, Alabama, is the careful preparation which goes into making the music really good. Outlines are presented several months before the opening of the playground season, and each playground leader learns every toy orchestration and every suggested song and tests her ability on the harmonica. For experience has shown that the play leaders who can not play with skill get no results, but where leaders are skillful players the playgrounds have had bands of from forty to fifty members playing three and four part music with beautiful effect.

Most of the public schools of Birmingham have toy orchestras in their primary departments. The Park and Recreation Board had the happy idea of correlating the playground work with that done in the schools, and as a result very satisfactory progress has been made. Out of 31 playgrounds 24 had toy orchestras entered in the final music contest held at the municipal auditorium before a large audience.

Singing is a part of the program and every leader operates on a definite time schedule. It is not at all unusual to hear a child say, "Come on, everybody, it's time to sing!"

An Inter-Playground Bicycle Race

There have been many bicycle races, but the inter-playground race such as that held in Hamden, Connecticut, may be something of a novelty for it proved also to be a Learn-Your-Own-Town project.

The nine playgrounds in the town of Hamden are entirely scattered and many children ride their bicycles to reach them. This fact suggested to the superintendent of recreation the idea of a contest. The set-up was very simple. Contestants were limited to six from each ground selected by the playground instructors. The age limit of sixteen years was set. A day and hour were selected when fewest motor vehicles were likely to be on the streets. Traffic policemen on busy corners cooperated so that liability through collision was cut to a minimum.

Each contestant was furnished with a card to be signed by an instructor with time of arrival at each of the other eight playgrounds. The six contestants from each ground were started at intervals of five minutes to insure against bunching and reckless racing. The time of return to the home playground was recorded and the lowest time for the round of playgrounds computed. The contestants were allowed to select their own routes which the wise ones had, of course, planned out ahead of time. The only rule governing the contest with the exception of limitation of age, was that the route must be covered entirely under the contestants' own leg power.

A playground badge was given the contestants with the lowest time from each playground. A small cup was awarded the lowest individual record from the combined entrants. A boy who peddled papers on his bicycle each day won this trophy. One of the interesting outcomes of the contest was the fact that many of the contestants visited playgrounds which they had never been on before; some of them saw sections of the town which they had never visited.

Summer Plans in Cleveland

"In view of the general unemployment," writes J. H. Gourley, Recreation Commissioner, Cleveland, Ohio, "much emphasis will be placed on the development of evening programs and a great part of the season's effort will be directed toward creating opportunity for the children to demonstrate their work and engage the cooperation of adults as individuals and in organized groups."

One of the first efforts to bring about a definite correlation of playground activities and the cooperation of individuals and groups will be the organization, just before the opening of the playground season, of the Municipal Playground Council. More than 1,000 adults have been registered during the past seasons as active in aiding playground programs. These adults are to be invited by the City Manager to attend a demonstration by the supervisory and teaching staff of the program conducted this year. This conference program will be in the nature of a demonstration in dramatic form and will include brief accounts of the various special and regular activities. Opportunities for cooperation will be given in some detail and the adults and group representatives from each playground neighborhood will meet personally during the evening the staff in charge of their neighborhood playground. A committee from each playground is to be selected and a city-wide council

To help you in the summer playground program—"Conduct of Playgrounds," "Handcraft" "What We Did on a Summer Playground," "Sand Modeling Manual," bulletins and other program aids.

Send to the N. R. A. for a new list of publications just off the press.

formed of these groups accepting responsibility.

Handcraft, singing games, folk dancing, storytelling, games and music will be correlated with the special features and closing features already established as part of the neighborhood activities during the past few years. In the planning of the routine work during each day's program, material is to be developed which will lend itself to a use in these early evening community programs.

Each day of the week a special teacher will be a guest, so to speak, on each playground. Teachers of handcraft, storytelling, nature study, Houdini, and the music teacher who will specialize on the toy orchestra and closing features, will spend one day each week on each playground. Thus a new appeal each day will be made on each ground. Close cooperation between the regular staff and the special teachers both in planning the work outlined in the program and in their organization efforts will permit a rapid development of material for the special features of community interest.

Stilt walking is a real adventure with plenty of thrills for the daring!

Each supervisor is also assigned to a special interest such as games, gymnastics, athletics, sandcraft and special features. These supervisors will direct the organization of the program within the scope of their special assignments and the organization work so that they will also contribute to the nightly programs and toward the building up of the material and units used in the final city-wide festival which this year is to be known as *Aladdin's Lamp* or *The Wonderland of Childhood.*

Special teachers and those in charge of special assignments, cooperating with the playground directors, will extend to the corps of forty leaders organized every year on each playground an invitation to participate again. Demonstration groups in games, athletics and gymnastics will be organized. An invitation will be extended to every neighborhood fraternal, musical and dramatic group through the staff worker in the neighborhoods. The experience of the past years in developing the community program has shown that these groups are glad to participate.

Practically all of the playgrounds conducted by the Division of Recreation are situated in neighborhoods where foreign language organizations are conspicuous. More than 300 foreign language national organizations have branches in Cleveland, and contacts have been made with more than 100 of these local organizations through the work of the department. These organizations have musical, dramatic and gymnastic groups. They are especially strong in children's groups which will have a unique opportunity to participate in this summer's program.

Beginning with the handcraft work as a basis, a "tour" is to be made of eight selected countries. The characteristic nationalistic features of these countries are to be used in influencing the projects, nature and design of each week's handcraft program. Spain, Czechoslovakia, China, Germany, Holland, Hungary, Scandinavia, and America (Indian) are the countries selected. They are all particularly rich in handcraft suggestions and in singing games, folk dances, stories, games and music adaptable in bringing about a correlation of work that should produce a varied and colorful program.

Throughout the winter the handcraft staff has supervised the making of several score of costumes of permanent material for thirty nationalities so that the folk dance and singing games groups might be ready at all times to present their work in a most attractive manner. In addition, the children's handcraft program during the season will create costumes of more perishable material for each country but suitable for the programs. Material supplied for the handcraft program has been selected for its availability for this development along nationality lines.

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Attendance Taking on the Playground Can It Be Effectively Standardized?

By Jacob W. Feldman

Recreation Department, Newark, N. J.

Wanted—a common denominator for solving attendance - taking problems.

THE question of the best method of taking attendance on playgrounds is one that makes its appearance at all recreation congresses, conferences or meetings of which recreation workers come together. One reason for this is the emphasis so many officials put on their attendance figures and their desire to compare them with those from other systems. Because of the difference in the method used in gathering the figures, they are not comparable at all. To try to compare them is absurd. Any one who knows how attendance figures are gathered realizes this and does not try to compare attendance figures from one system with those of another; but laymen and sometimes recreation officials do compare attendance figures. It would be a great aid to the recreation movement if some common method of procedure for taking attendance could be developed that could be used on different types of recreation systems. The figures derived by this common method would then be comparable.

In order to know the different methods of attendance taking used in the United States, the National Recreation Association sent out a questionnaire to forty-seven recreation executives asking them to describe the method that they were using for taking attendance on their playgrounds. From the replies received there seemed to be seven general methods in use.

1. Taking one count a day at the peak load.
2. Taking a count at the peak load at the morning, afternoon and evening sessions and adding these together to arrive at the total attendance for the day.
3. Taking three counts a day, averaging them for the attendance.
4. Taking one count a day, adding 33⅓ per cent to the number secured.
5. Taking the maximum count for morning, afternoon and evening and adding them together, then adding one-third of this total to give the attendance for the day.
6. Taking three counts as in Number 5, but adding only 15 per cent.
7. Actually registering the children and having them check in every day they come on the playground.

Since methods that are so different are used to take attendance, one can easily see why there is such a difference of opinion as to what the attendance figures really represent, and can readily realize the absolute impossibility of using attendance figures from different systems for purposes of comparison.

Mr. Feldman, who is director of the Central Avenue Community Center maintained by the Department of Recreation of the Newark, New Jersey, Board of Education, raises a problem which is perhaps more frequently discussed than any other technical phase of recreation administration. His analysis of the situation throws light on a perplexing question.

Two Experiments

This fact was brought out very clearly in the case of two tests that were conducted in widely separate sections of the country—one in New York City and the other in Des Moines, Iowa. The experiment in New York City was conducted at four playgrounds by Mr. Charles J. Storey of the Russell Sage Foundation in October, 1928. The results of his test were issued by the National Recreation Association as Bulletin No. 2030. The test was conducted for only one day on each of the playgrounds. One of the things that Mr. Storey brought out in his test was what the difference in the final attendance figures would be when the seven different methods of attendance taking were used. The difference is very striking, as is shown in Table No. 1. During the test there was perfect control of those entering and leaving the grounds. Every child entering was registered. During the day counts were taken as described by the seven different

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Such miniature swimming pools for small children should be found in every city

Swimming Programs in Municipal Pools

With swimming ranking high in favor as a playground activity, public provision for this sport is imperative.

WATER sports in the playground program are becoming increasingly important. Pools are multiplying and Learn-to-Swim campaigns are growing in number.

Swimming activities played a major part in the 1930 summer program of the Cincinnati, Ohio, playgrounds. All play centers except one are now equipped with at least one and in many instances two swimming pools. Playgrounds with only one pool have a large combination swimming and wading pool, 80 to 100 feet long and 35 feet wide. Seven of these pools are completely enclosed with a chain link fencing and all the others will be fenced as rapidly as funds become available. The shallow end of the new pools, 9 to 18 inches in depth, is separated by a wall from the deeper end, 2 feet, 6 inches to 3 feet, 8 inches in depth, so that the youngsters have their fun in safety without interfering with the older group.

All of the children using these pools are required to take a soap shower before going into the pool, the soap being furnished by the Public Recreation Commission. Suitable shower and dressing room facilities are provided in every playground shelter building. Play leaders are required to instruct the children in the necessity of carrying out all the rules and regulations of sanitation and hygiene that are printed on placards and posted either inside or outside the shower. Certain responsible children are assigned as health guards to assist the play leader in body inspection and general supervision.

Every precaution is taken to maintain these pools at the highest sanitary standard. The water is changed daily, and every evening the pools are thoroughly scrubbed with stiff brushes. Each pool is treated with chloride of lime solution as often as the necessity is disclosed by ortho-tolidin

Interesting programs and high sanitary standards are factors in the large attendance at this Cincinnati pool

test. This test is made several times daily by the play leaders. In addition, the pools are tested every week at irregular periods by the Board of Health inspectors and weekly reports of findings are submitted to the Public Recreation Commission.

Swimming Events in Cincinnati

A special supervisor of swimming is employed by the Public Recreation Commission whose duty it is to see that all rules and regulations concerning the use of pools are observed, to teach beginners' classes in swimming at regular class periods, to organize swimming meets for the various playground geographical section units, and to conduct the city-wide championship meet. The following events are conducted for every one of the six geographical units and for the city-wide championship meet:

Mid-Junior Boys
1. Free Style, 1 length
2. Side Stroke, 1 length
3. Relay, 4 boys, 1 length each

Junior Boys
1. Free Style, 1 length
2. Back Stroke, 1 length
3. Relay, 6 boys, 1 length each

Intermediate Boys
1. Free Style, 2 lengths
2. Back Stroke, 1 length
3. Relay, 6 boys, 2 lengths each

Mid-Junior Girls
1. Free Style, 1 length
2. Side Stroke, 1 length
3. Relay, 4 girls, 1 length each

Junior Girls
1. Free Style, 1 length
2. Side Stroke, 1 length

3. Relay, 6 girls, 1 length each

Intermediate Girls

1. Free Style, 1 length
2. Side Stroke, 1 length
3. Relay, 6 girls, 1 length each

A compilation of figures for the past four years recently completed shows that 1,854 different individuals and 343 relay teams have taken part in these swimming meets in the outdoor pools, the figures for 1930 being 455 individuals and 85 relay teams.

In addition to these outdoor swimming pools, the Public Recreation Commission operates six indoor swimming pools located in public school buildings. As these pools have a maximum of nine feet, a swimming instructor and assistant and a janitor are employed at all six locations. A special indoor championship meet is held for these pools.

The swimming supervisor also conducts swimming tests for beginners. These minimum standard tests are set up by the Public Recreation Commission to stimulate individuals in the desire to swim. Certificates are awarded the children who pass the test. Four hundred and three children passed the test during the summer of 1930. Beginners' tests are conducted both at the indoor and outdoor pools. The swimming supervisor also has charge of the Junior Red Cross Life Saving Tests and more than one hundred boys and girls from the indoor pools passed this test in 1930.

It is believed that the eight percent increase in playground attendance in 1930 was largely caused by the presence of these swimming pools on the playgrounds and because of their widespread use by the children this summer when the mercury reached 100° or more every day during the extremely hot weather.

The Los Angeles Plan

To promote instruction in swimming at the age when the elements of swimming skill are best learned and with the maximum facility, the Los Angeles Playground and Recreation Department has for four years conducted a swimming week when "Learn to Swim Campaigns" are promoted. The plan goes into action each spring just before school closes for the summer vacation. One week is set aside for the girls' campaign; the following week the campaign for boys is held. In 1930 all the city pools were used, both those municipally operated, eleven in number, and the one large private pool at Bimini Baths. It was found necessary, because of the increased demand on the part of the pupils, to operate four of the ten municipal pools for an additional two weeks.

Attendance in the campaign is entirely voluntary. Posters are sent out to the schools in the neighborhood of the pools advertising the dates and the opportunity to learn to swim. The school principal then registers all those who express their desire for the instruction. An admission card is given the student to take home for the parents' signature. This admission card contains pertinent information about the campaign as well as coupon or stubs. Each card is stamped with a serial number to be used in case an accurate check of any student's attendance may be desired. The attendance is taken at the pool by the collection of the proper stub. The first day the main body of the card is taken and filed. A meeting is held with the pool directors prior to the beginning of the campaign. At this meeting the details of organization are rehearsed.

The Publicity Campaign. Along with arrangements at the schools goes a vigorous publicity campaign. Last year this campaign included the release of special stories to more than 100 newspapers in Los Angeles and its suburbs during two succeeding weeks. Beginning with the Saturday preceding the opening of Los Angeles' swimming week and continuing throughout the week there were daily publicity stories. In the six metropolitan newspapers of the city pictures, layouts and cartoons were also used. The total newspaper publicity received from the clipping agency amounted to approximately six hundred column inches. It is estimated that from sixty to seventy-five per cent of the total amount of the actual publicity printed is collected by the clipping agency.

Radio was effectively used in connection with this campaign. Broadcasts included two special descriptions of Los Angeles Swimming Week over KMTR on Tuesday, August 12th, and Tuesday, August 19th. There was also a special broadcast over a local station. Announcements were made from time to time over other radio stations regarding Swimming Week, urging the public to visit the nearest municipal swimming pool either to witness or take part in the activities there. All local radio stations of Los Angeles were approached with regard to this matter and gave excellent cooperation. In addition to the newspaper and radio publicity for this week, a Fox

Movietone newsreel of the canoe tilting feature of the week was taken at Bimini Plunge.

Method of Instruction. As all the students are beginners no classification test is necessary, so that instruction begins with the one group advancing approximately at the same rate. A teaching period of thirty minutes, in which a standard method of group instruction is used, is followed by a practice period of ten.

The Program. The program which concluded the 1930 Swimming Week consisted of special events each afternoon at the municipal pools, including comedy races, canoe tilting, water fights in canoes, children's competitive races in the various strokes, balloon races, egg and spoon races, nightgown relays, dog paddle contests for young children, form swimming and many other water stunts and events.

The events planned at Bimini included Fred Cady's Night, in honor of one of the local swimming coaches who was on hand to aid in the conduct of the evening's festivities. This program on Monday consisted of an exhibition put on by the swimmers from the Los Angeles Athletic Club, many of them creating especial interest because of their records as national champions in their favorite events. Tuesday night offered events in which only the younger children participated. Wednesday night was set aside for comedy parades, comedy diving and water stunts. Old fashioned bathing suits shone forth in all their quaintness. On Thursday night a local theatrical troupe put on a water show, with the girls doing diving and drilled swimming in formation. Canoe tilting try-outs were also held on this night. Friday night was given over to more canoe tilting try-outs, with the girls again in attendance with more stunts. Nothing created more amusement than these canoe tilting events.

At the municipal pools the programs took a different character inasmuch as the events were planned especially for and with the regular pool attendance. At the Griffith Municipal Pool, the only pool that is operated by the Playground and Recreation Department during the evening, the first annual Junior Boys' Diving Championship was held. This event was sanctioned by the A. A. U. and attracted great crowds.

An example of the provision made by the Minneapolis Park Department for water sports

Courtesy American City

Success of the Plan

The attendance records showed that during the two weeks of the regular campaign period in 1930 there were 4,210 lessons given to 957 students. Of this number 593, or 63 per cent, passed the Red Cross beginners' tests and received the award button. It is probable that another 20 per cent learned to swim but not sufficiently to pass the tests, or else failed to attend the last meeting of the class when the tests were given.

During the following two weeks an extended campaign was held. At only four pools an additional 234 students entered bringing the total to 1,391

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Attendance Taking

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methods listed as used by different executives in getting attendance figures. The result is tabulated in Table No. 1.

TABLE 1

APPLICATIONS OF SEVEN METHODS OF TAKING ATTENDANCE

	Heckscher	Tompkins Sq.	W. 59th St.	Yorkville
1. Registering each child	2.410	1.199	1.086	1.261
2. One count a day Maximum	1.113	149	233	250
3. Maximum hourly count morning, afternoon and evening, added	1.875	365	439	650
4. Three counts a day averaged ...	625	122	146	218
5. One count a day plus 1/3	1.484	199	311	341
6. Three counts a day plus 1/3	2.500	487	585	871
7. Three counts a day plus 15%....	2.156	420	505	751

Mr. Storey states in his article—"It will be seen that only one method (No. 6 applied to Heckscher Playground figures) has any relation to the actual count of a playground. The curve of hourly attendance at the Heckscher Playground shows a uniform rise to 3 o'clock, then an almost equally uniform fall till evening. This would account for the approximation of the total by adding the three hourly counts plus a third for those who came in and left between counts. If the attendance of a playground were taken a number of times, giving hourly counts, and the total attendance, it would be possible to work a formula based on an average relation between hourly counts and the total number of individual children attending each day. The counts would also have to be taken at different seasons to allow for certain seasonal variations."

The second test is found in the attendance figures that were gathered for the recreation system of Des Moines, Iowa, consisting of 20 playgrounds, and for the entire summer season of eight weeks. These figures were compiled by Mr. Lewis R. Barrett, then Superintendent of Recreation of Des Moines, Iowa, in the summer of 1928. For purpose of comparison he used two of the seven methods in general use for taking attendance and which have been enumerated in this article. One of the methods of procedure in Des Moines was to register every child who came to the playgrounds, giving him a number which he checked in each day he came to the playground. The other method used was to have the director count the children three times a day at the peak load and to add these figures to give the total attendance for the day. The results of this test is shown in Table No. 2.

TABLE 2

ATTENDANCE FIGURES FROM DES MOINES, IOWA, SUMMER SESSION 1928—OF 48 DAYS

Name of Playground	No. of children enrolled	Average No. of days each child attended plgd. over 8 wk. period	Total attendance with child checking in	Total attendance taking 3 counts a day and adding them
Allen	327	20	6,541	6,831
Burke	226	36	7,232	9,660
Drake	408	26	10,608	8,101
Franklin ...	304	34	10,336	12,698
Goode	455	22	10,010	9,446
Greenwood .	217	28	6,076	15,940
McRae	363	18	6,534	7,506
McHenry ...	336	38	12,768	15,912
Nash	337	22	7,414	8,677
Union	671	36	24,156	26,275
Walker	496	32	15,872	17,986
Benton	210	28	5,880	7,132
Brooks	419	22	9,218	10,704
Crocker	217	24	5,208	3,974
Hubbell	202	38	7,676	5,934
Scott	186	36	3,348	2,581
Logan	335	36	6,030	3,484
Park Ave....	123	20	1,230	1,963
Sabin	156	22	1,716	2,279
Willard	187	20	3,740	9,270

The figures in the tables shown throw a very strong light on the reason for the marked disagreement in attendance figures. Here is one system where two methods for taking attendance were used and the difference in the attendance reached was rather startling to say the least! There are fourteen grounds that show a larger attendance by taking the count three times a day and adding them than by the method of having the children check in daily, while six of the playgrounds show a higher attendance figure when the checking in method is used than when the three count method is used. By studying Table 2, one can see that in the case of Willard and Greenwood Playgrounds the three count method would give about 2½ times as high an attendance figure as the checking method, while in the case of Logan Playground, the checking in method would show 1.8 times as high an attendance as the three count method gave. Mr. Storey found that the attendance by the three count method was lower in each case than the registering and checking in method. In the case of Tompkins Square the actual registering of children gave a count that was 3⅓ as much as the three count method would have given. A study of these two reports indicate very clearly the great need of some common method of procedure for taking attendance.

Wanted—A Common Method

This summer an attempt will be made to develop such a common method. Ten recreation systems in Northern New Jersey, which are members of the Northern New Jersey Recreation District, will help in this experiment. The methods to be used in taking the attendance have not been fully decided upon, but they are being developed by conference by the executives of the systems involved, and will have been finally decided upon before this appears in print. Two or three methods of taking the attendance will be used on the same grounds at the same time so that comparison of methods and figures can be made.

It seems to be the consensus of opinion that some method of registration should be used, as that seems to be the basis for a truly accurate attendance count. The only objection to registering is the amount of time that is involved. But the information that one can gather from the registration figures more than compensate for the time taken. The method of registering children that is now in use in the Department of Recreation, Board of Education, Newark, N. J., system is the one that will very likely be adopted. A registration sheet is used on which twenty names can be filled in on each side, and the following information is gathered about the child: his name, address, age, and school attended. There is also space on this blank to keep his daily attendance for five weeks. When a child registers he is given a number that he checks in every day he comes to the playground. This system of registering was instituted in Newark in the summer of 1930. While it means considerable work the information that these registration forms yield is great indeed. If ten systems adopt this method and the results are studied at the end of the season, some worthwhile facts will be brought out.

Facts Secured Through Registration

To show the possibilities that will be opened up by the mass of data that will be gathered during the summer, we present some of the results of studying Newark figures for last summer. First, registration gave us the actual number of children attending the playgrounds. In Newark 16,899 different children registered on the playgrounds. Second, having their addresses it is possible to make a spot map for each playground which will show the distance the children travel. It will also show whether the playground is pulling children from all directions or from one only. This brings out some interesting facts about locating playgrounds and factors that affect the pulling power of a playground. Third, having the ages of the children it is very easy to plot a curve for each ground and one for the entire system showing the number of children of each age who attend the playgrounds. Taking the Newark system as a whole for both boys and girls the 12 year old has the largest number attending while 10 year old come next. Some of the individual grounds, however, differ greatly from this. Finding out the reason for this variation should help the recreation executive in planning his program and in determining whether it is necessary to set certain grounds aside for smaller children and others for larger children. Fourth, if the Newark method of checking in the children is adopted, the average number of days that a child attends a playground can be determined. In Newark for July, 1930, the average number of days that every registered child attended the playgrounds was 13.57 while in August it was 14.8 days. There are so many other facts that the registration figures will yield after a close study, that the time taken to register the children will be well spent, and there is no doubt but that this mass of data from 10 cities should and will have some effect on playground technique.

As for the other method to be used, it has been suggested that three counts a day be taken and added. The figures obtained by this method will be compared with those of the registering and checking in method, to see if there is a certain percentage that is fairly constant for each playground after two or three weeks trial. If such a percentage is found then the attendance can be determined by using the three count method plus this percentage.

The percentage will in all probability vary for each playground, so that what is used on one ground cannot be used on another. It will not be possible to set up a general formula forgetting the attendance on all grounds of a recreation system such as taking the count three times and adding ⅓ or ⅕. On playgrounds that are open all year round this percentage will vary for each season and it will be necessary to determine what it is for each season.

While the suggested method of determining this percentage would undoubtedly require some extra work on the part of the playground staff, the benefits derived would far outweigh the difficulties and would aid materially in solving a vexing problem.

Leather Craft

Courtesy of National Crafts Supply Company

Purses and wallets are typical of the many articles made possible through leathercraft

By Claude R. Buck

Department of Public Recreation
Reading, Pennsylvania

Leathercraft is coming into its own on the playground. Tools are simple and materials inexpensive.

LEATHERCRAFT, the art of making useful and beautiful articles from leather, is a craft which arouses and holds the interest of all groups. It is an excellent project for the playground because the tools required are simple and the materials used are inexpensive. The craft satisfies the desire to possess articles too expensive to be considered at prices asked in specialty shops, and the ease of construction gives the child the confidence necessary to try more difficult arts. For leathercraft and its decoration creates an urge for knowledge and skills in designing, drawing and coloring through the medium of inks and paints both of which add much charm to the finished product.

Leathercraft was introduced on our local playgrounds three years ago. Until that time basketry and bead work were so popular as to stand alone in the interest of the children; today, to avoid a lopsided handcraft program, it is necessary to restrict the work on leather to a two week period during a ten week play season. During this period last year 500 pounds of scrap leather were used by the children at 22 playgrounds, and since each pound contains from 5 to 10 square feet according to the thickness of the leather, some idea of the demand may be had. It may be that our particular program had an unusual incentive when we first started leather work in that we had Indian life for an overhead theme on our playgrounds—a theme which added interest to the use of leather in costuming and implements.

Tools and Materials

The tools, with the exception of a punch for the lacing holes, are to be found in every household. A pair of sharp scissors, a hard pencil, a ruler, and a sharp knife are all that a beginner requires. The punch may be of the wheel type, costing 85 cents, with four or six sizes of punches ready to be turned out for service at will and operated by handles as an ordinary pair of pliers is operated. Or it may be the type costing 15 cents which is designed to be struck with a mallet. If this type is used, the anvil must be for clear cut results the end grain of a block of wood, preferably hard. If the length of the grain of wood is used, the wood under the punch is driven down carrying the leather with it, and the result is an irregular hole.

Scrap leathers, which constitute the material required, are created in the leather using industries, such as shoe factories, luggage works or upholstering plants, through the discarding of pieces with slight blemishes by offal, when but one piece can be cut from a skin or hide, or when an odd

shade of color is demanded on a given job and one or more skins are left beyond requirements. This scrap comes in a variety of color lending added charm to the construction of projects, and because of its cheapness it makes craft work in leather possible on our play system where all materials must be paid for by the user. Calf skins, the most desirable of leather, costing 50 to 60 cents a square foot in the whole skins, can be had in scraps at 30 cents a pound.

We have found that children demand projects of practical, every-day use—purses, billfolds, belts and moccasins. These are worn or proudly displayed at all special events and at city-wide handcraft exhibitions where there is keen rivalry among playgrounds for originality of design and superior workmanship. Many of the projects are made for sale, and several of the boys on our playgrounds finance their two weeks' stay at a local camp through this project.

Interest may be aroused by demonstration of a few and simple fundamental principles, such as the careful making of patterns for each object, accuracy of layout and the correct spacing of holes in lace-together projects. Once aroused, this interest may be sustained by having the first project one which is quickly finished, by filling the demonstration with action and inspecting work thoroughly for defects in workmanship. The next project may be made one of the pupil's own choosing, and individual instruction should be given, thus encouraging self-expression. The finished projects, which should not be too ambitious, should be displayed, the pupils being allowed to handle them and discuss the workmanship.

Making a Purse

A small purse is a good project for beginners, especially for mixed groups. If the class consists entirely of men, a billfold or wallet may be made. Since both projects embody all of the fundamentals we will proceed to make our pattern; for the coin purse, 2½ inches by 4 inches is a good size. An unusual shape adds charm so we will make ours a truncated cone.

Select a piece of cardboard, draw your design, write on the face the number of pieces required and then cut out. Transfer pattern to leather and lay out with pencil. Cut out the leather. You are now ready to locate the holes necessary to assemble your purse. The beginner always inquires, "How far from the edge and how far apart must the holes be?" A good rule is to allow as much space between the holes and from edge to hole as the lacing is wide. This rule results in a very attractive appearing work.

Right at this point your job is made or marred. Take plenty of time in locating your holes, and to be doubly sure that they are placed correctly count all hole locations before punching on all parts that are to be laced together. It is obvious that if one line of twelve holes were to be laced to another line with eleven holes in it, one hole would be unoccupied. And this is a situation that frequently arises because of the stretch in leather.

With the holes punched we are ready for our lacing thong. Factory made lacing is so perfectly uniform in width as to result in a factory made appearance of the finished project and so expensive as to be prohivitive in our classes; therefore, we will make our own.

For the lacing choose from your scraps a darker shade of the same color leather you used for your purse. Cut a disc roughly round about 3 inches in diameter. It may be oval. With your scissors cut a strip about ⅛ inch wide, parallelling the edge, continuing around until you near the center; this will give you one long continuous piece. About three times the combined length of your punched area is required. If you watch the piece coming off your shears you will quickly become proficient in cutting lacing of an almost uniform width. Do not be discouraged if there is an appreciable difference in the width as this lends a "crafty" appearance. And don't be skeptical about the curl in the lacer as you near the center; all of this will pull out as you proceed with your assembling.

Now the impatiently awaited final operation is in order. Lay the two pieces together, and starting at either end, draw lacer through the coinciding holes until one inch remains on opposite side. Hold this one inch piece between holes and edge lace it fast. Some of the holes will not align; stick the point of your pencil in the holes and draw them in line; proceed until the corner is reached where the corner eyelet is used twice and so on until all holes are occupied. Tuck end of lace under last three loops and draw tight. This will make the end of lacing look exactly like start and will hold lacer permanently in place. Never tie knots. Place latch for tongue in slits provided, fold flap and with mallet, hammer down fold into permanent crease. Now your first project is completed.

If these simple fundamentals are applied to all leather projects, the student will have enough

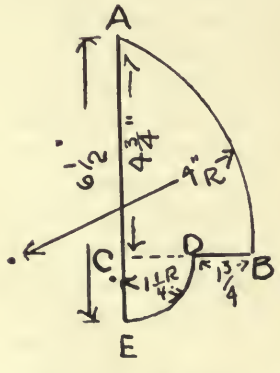
equipment to advance to more complicated work and methods which will suggest themselves as interest increases.

Moccasins

I have yet to find a group that did not demand moccasins. Moccasins are of as many types as there were tribes wearing them and the styles varied from sandles to knee boots. With the exception of the sandals, none of them can be classed as extremely simple if a well fitting piece of foot gear is demanded. All of the commonly recognized moccasins require a larger piece of leather than is usually found when buying scraps. Therefore, to satisfy the demand we have designed a moccasin made of four pieces which has met with such approval locally that in one training course 104 workers made 180 pairs of this new type.

Draw outline of foot on cardboard. Draw on separate piece of cardboard semi-circle with diameter one-half inch longer than greatest width of foot. Cut out and retain convex piece. Lay semi-circle on foot outline so that it extends one-quarter inch above farthest extended toe and one-quarter inch on each side of foot outline. The heel outline is nearly semi-circular; draw another semi-circle large enough to allow about one-quarter inch space all around heel outline. Connect ends of the two semi-circles with straight lines, thus completing pattern for sole. There should be one pattern for both right and left foot.

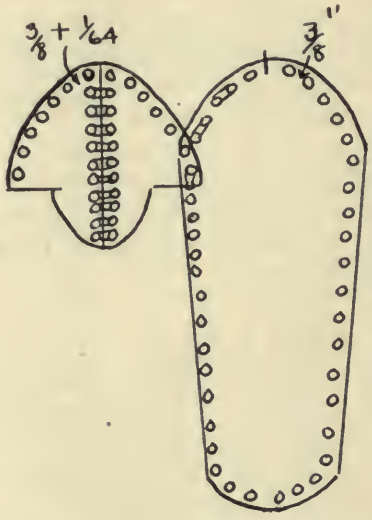
The toe pattern is in two pieces. Draw a straight line 6½ inches long and 4¾ inches from one end (A). Draw line (C) at right angle. On this line mark a point (B) three-quarters of an inch longer than one-half width at widest place across the toe; join this point with starting point by a circular line 4 inches radius. On line BC mark point D 1¾ inches from B. Connect D and E with circular line 1¼ inch radius. This completes the toe pattern.



Before making the pattern for the piece extending from toe to heel, we will prepare to assemble the parts we have finished. We must lace the toe pieces together along the straight line, so lay out the holes as described for small purse. Having completed this operation, we will turn our attention to the sole. On this piece we are going to do another kind of lacing so we will change our hole spacing, not because it is absolutely necessary but to demonstrate that we have the privilege of variation. Draw a line 3/16 of an inch from edge around entire sole and on this line space your holes ⅜ of an inch apart and punch.

We are now ready to finish toe piece which we previously laced together. Draw line 3/16 of an inch from edge AB and corresponding edge of its partner. On this line space your holes ⅜ of an inch + 1/64 of an inch. On line BD lay out holes as for purse. Now for the assembling.

Count the number of holes in AB. Starting at center of toe in sole, count off same number of holes. This hole is the point at which to start lacing. Lay toe piece on top of sole and proceed. Instead of going over and over as in the purse, the lacing is done in a straight line. After lacing 3 or 4 holes, the sole will curl up at the edge; that is just what we planned it to do but you are getting into difficulties on account of the difference in spacing your holes. Reach for the distant hole in the toe with your pencil and pull it in line; this will throw a rounded toe shape. Your project is at this time nearly completed.



We are now ready for the heel. Count the number of holes left unoccupied in the sole. As they are ⅜ of an inch apart, you will know how long the piece must be. Make it as wide as BD, or, if you want a cuff, make it BD plus the width of desired cuff, about ¾ of an inch. Lay off the holes ⅜ of an inch along length of piece, and same as holes in BD along width; lace together and your moccasins are ready for many comfortable hours of soft, protective foot gear. Sizes given are for No. 6 size foot.

Leathercraft in Hospitals

Leathercraft in hospitals under the dignified

(*Continued on page* 250)

National Recreation School Presents Graduate Courses in Recreation Leadership

IN June the National Recreation School graduated 35 men and women, some of whom are still available for employment in year-round recreation leadership positions. This is the fifth class to complete the graduate work of the school. It included men and women who have had practical municipal recreation experience from one to eleven years in the following cities: Alton, Illinois; Cincinnati; Dallas; Detroit; Duluth; Lincoln, Nebraska; Mobile; Newport, Rhode Island; Milwaukee; and San Diego. One student had been assistant director of physical education for men in a western university. A great majority of the students were born and brought up in the middle west, but there were also representatives from the south, southwest, New England, and the middle Atlantic states.

Some who had had no experience in public recreation were experienced in teaching and in settlement work and other activities allied to public recreation. Furthermore, during the school year the twenty-five men and ten women in the class were engaged in practice work in 48 settlements, playgrounds, and church recreation centers in greater New York. Many of them paid most and some all of their expenses through this employment. Since it served as field work, this employment was given full supervision by a representative of the National Recreation Association in order that the work of the students might be efficient and that it might also be personally developing to each worker. The following are some of the types of positions held by the students:

Man student: assist in supervising young men's gymnasium four or five evenings a week. Work purely recreational and involved a thorough understanding of basketball coaching and sympathetic knowledge of other sports.

Woman student: music and dramatic activities six periods a week, church neighborhood house.

Man student: playground and gymnasium work, six periods a week, church neighborhood house.

Man student: physical director from 3 to 5 and from 6:30 to 10:30 on week days except Saturdays. The hours on Saturdays from 1:00 to 10:30.

Man student: work with Italian boys in gymnasium, 7:30 to 10:30.

Students, Hand Picked

The group of men and women who made up this class were selected from 200 applicants because of their scholastic, athletic, and leadership records. They came from the following colleges; some institutions sending as many as three students: Purdue, Dennison, Illinois Wesleyan, Penn College, Western Tennessee State Teachers College, Cornell University, State Teachers College at Superior, Wisconsin; Indiana University, Centenary College, Ohio Northern, University of Minnesota, Massachusetts Agricultural College, College of the Ozarks, Illinois State Normal University, George Peabody Teachers College, Springhill College, North Dakota Agricultural College, Mississippi State Normal College and New York University.

During the 34 weeks course at the school, students were given an intensive practical grounding in such mental attitudes and information as are essential in the preparation for recreation leadership. The course is briefly described as follows:

Games: How to lead and teach games for all ages.

Athletics: Emphasis upon learning, organizing, and conducting sports,—basketball, baseball, soccer, volley ball.

Social Recreation: Planning recreation programs for churches, clubs, neighborhood groups, industrial groups, picnics, and community gatherings.

Community Music: Training in appreciation, song leading, use of introductory instruments, organization of choruses, bands and orchestras.

Community Drama: Emphasis upon simpler forms including story-telling, charades, panto-

mime, pageantry; also play selection and production for neighborhood groups; special attention given to inexpensive methods of producing dramatic activities.

Handcraft: How to design and create articles from wood, paper, wax, and other materials; toy making, basketry and modeling.

Folk Dancing: Training in various peasant and national dances; also old American dances.

Nature Study: Nature appreciation, leading nature hikes, seasonal programs, nature resources of the community.

Camping: Choosing sites, planning equipment, organizing program, securing leadership for out-of-doors camps.

Special Activities: Training in use of specialized programs such as Boy Scouts, Girl Scouts, Camp Fire Girls, etc.

Reading: Selecting proper reading lists for various age groups; relationship of recreation workers to libraries.

Girls' Problems: Adaptation of recreation activities to meet the special needs for girls and women.

Boys' and Girls' Clubs: Principles of organizing and conducting boys' and girls' clubs and their use in a recreation program.

Home Recreation: Service of the recreation department to homes in training parents for home play; selection of material and building of simple equipment.

Program Making: How to build and develop a recreation program to serve all groups in the community with a variety of activities throughout the year; discussion on balancing the program.

Community Centers: The use of schools and community buildings as recreation centers; problems of programs and administration.

Play in Institutions: How to provide recreation programs and leadership for institutions including orphanages, hospitals, prisons, asylums and homes for the aged.

Play Facilities: Layout of athletic fields, construction of buildings and swimming and wading pools, equipping playgrounds and gymnasiums and other play centers.

Park Recreation Problems: Securing land, adapting for recreation use, administrative problems.

Special Celebrations: Programs for holidays, old home week, festivals, etc.

City Government Problems: Discussion of laws and the procedure of municipal departments responsible for recreation.

Problems of Recreation Finance: Budget making; how to secure funds for recreation; public and private support; concessions, charges and other income-producing methods.

Publicity Problems: Interpreting the program to the public through the press, pamphlets, reports, bulletins, radio, pictures, stunts, speaking, and other forms of publicity.

Field Problems: A discussion led by field workers of actual current problems being faced.

Colored Communities: Discussion of ways of serving colored groups.

Personnel Problems: Securing and training staff workers and volunteers; salaries, hours of work, contracts, promotions, vacations, sick leaves, etc.

Character Building Problems: Analysis and discussion of character values in play activities; how to relate play to the building of character.

Problems in Cooperation: Discussion of other agencies and how to work with and through them in the community.

Surveys: How to obtain essential facts about a community as a basis for conducting recreation activities.

School Recreation Problems: Discussion of special problems involved both when the recreation of a city is conducted by the school board and when school property and personnel are used by agencies other than the school board.

Organization and Administration: A complete picture of the responsibilities of a superintendent of recreation and a discussion of the executive and administrative problems arising out of the conduct of a community-wide recreation program.

Nature and Function of Play: Discussion of the theories of play; values of play in individual and community life.

Local Special Problems: Discussion of current recreation problems that come to the Association by mail and personal inquiry; these questions cover the whole field of play and recreation.

Of Interest to Teachers.

The September issue of "Recreation" will be of special interest to school superintendents and teachers. School Play will be the general theme of this issue, and there will be a number of articles on play in the school program.

Faculty

In organizing the faculty for the National Recreation School a special effort has been made to secure individuals who have been or at the present time actually are engaged in some form of recreation leadership. It is felt that this method enables the School to keep very close to the needs of the communities into which students will be sent for employment. A continuous effort is made to bring before the students leaders who have vital messages and practical contributions to make. Each year a number of recreation executives lecture and lead discussions of current recreation problems.

Faculty: Among the faculty and special lecturers at the School are Alfred G. Arvold, founder of the Little Country Theatre, Agricultural College, Fargo, North Dakota; Mary T. Bliven, principal, Model Kindergarten, Heckscher Foundation, New York City; William Burdick, M.D., director, Playground Athletic League, Inc., Baltimore, Maryland; Mary Gould Davis, supervisor of storytelling, New York Public Library; Dorothy Enderis, assistant to superintendent in charge of Extension Department, Milwaukee Public Schools; Charles H. English, executive secretary, Playground Association of Philadelphia; Lee F. Hanmer, Ph.B., director, Recreation Department, Russell Sage Foundation, New York City; George Hjelte, B.A., superintendent of recreation, Westchester County Recreation Commission; George E. Johnson, A.B., A.M., Graduate School of Education, Harvard University; Joseph Lee, LL.D., president, N.R.A.; Jay B. Nash, Ph.D., professor of physical education and health, New York University; A. E. Metzdorf, M.P.E., Rochester, New York; Captain Charles Scully, American Red Cross; Charles F. Smith, B.Sc., Columbia University; A. D. Taylor, B.S., M.S., landscape architect, Cleveland, Ohio; William G. Vinal, Ph.D., professor of nature education, School of Education, Western Reserve University; Eva Whiting White, B.A., director, Elizabeth Peabody House, Boston, Massachusetts, and members of the staff of the N.R.A.

Graduates Successful

What are the types of positions which the available men and women of the class are prepared to fill? The question may in part be answered from the experience of previous classes. The latter have gone directly from the school into the following types of positions: superintendency in small cities; assistant director, director of girls' work, director of activities in settlements, director of social centers, community house director, and county director of 4H Clubs. Some members of the class are especially adapted to rural recreation work.

The National Recreation Association stands behind the graduates of the school in fitting them for the exacting duties of recreation leadership for which for nine months' hard work they were pointing. The graduates have revealed their resourcefulness in communities throughout the major part of the United States. Communications from those interested in considering employment of workers, should be sent to Miss Leah Chubbuck, Personnel Department, National Recreation Association, 315 Fourth Avenue, New York City.

Plans for 1932

It is the hope of the Association to make the School opening in September, 1932, as largely as possible a school for men and women who have had a college training or its equivalent, who have served in recreation systems and who desire a postgraduate year of study—men and women who will, after a year's study, return to the same recreation systems in which they have formerly worked.

If it is found that a very large proportion of the 1932 School can be made up of experienced recreation workers, a special effort will be made to adapt the course somewhat to the needs of the particular workers who are studying at the School. It is possible the Association may be successful in arranging for certain paid practical work in New York City for the students of this particular school, as has been done in other years. At the same time it is the belief that the smaller the amount of time taken up in practical work, the greater the time free for reading, study and preparation, and the hope is that students coming to this School will not be overburdened by trying to carry too much practical work.

It is requested that any worker wishing to attend the School notify the Association by December 1, 1931, if possible.

Will R. Reeves

Director of Public Recreation

Cincinnati, Ohio

IT is a tribute to the entire recreation movement that Will R. Reeves, superintendent of recreation in Cincinnati, found in it values which challenged his versatile talents, his rare ability, his brilliant mind, and his whole-hearted devotion. In his death on June fifth the City of Cincinnati lost a public servant whose place will not easily be filled, and the national recreation movement a worker whose contribution, through the experiments successfully carried on locally and his written word, was of nation-wide import.

In 1919 Will Reeves was employed as a community song leader in War Camp Community Service. A few months later he went to Cincinnati where he organized Community Service, making it an important factor in the city's life. In 1927, through his efforts, the Public Recreation Commission was organized to take over the work of Community Service and to make possible the enlarged program which his vision pictured.

All matters which concerned the welfare of the community were of interest to him, and he somehow found time to serve as a director of the Travelers Aid Society and to work on many civic and philanthropic committees. He was organist of the Seventh Presbyterian Church of which he was a member.

Will Reeves' rare ability as a musician brought to the Cincinnati recreation program cultural values which have set a high standard. If he had done nothing but organize the Mothersingers, he would have made an enviable contribution. But he was never satisfied with what he had done and was constantly pushing on to new goals. Knowing full well the danger of overstrain to his heart—and for years he had fought ill health—he forged ahead carrying a terrific load. "Go slow?" he said characteristically in answer to the doctor's plea that he work in moderation. "I want to *live.* Mere *existence* is no good whatever to me. I have no interest in cautious vegetation."

And so Will Reeves lived, fully and richly, and died as he would have desired, working to the end.

Margaret McKee

Superintendent of Recreation

Des Moines, Iowa

ON Monday afternoon, June eighth, the Des Moines City Hall was closed for the afternoon while a city paid tribute to a woman who had served it for twenty-two years, first as director of physical education in the public schools, and since 1929 as superintendent of recreation.

That vivid, lovable personality that was Margaret McKee has gone. But the leadership she gave, the influence she exerted on thousands of boys and girls, the sportsmanship she taught and lived, have stamped themselves ineffaceably upon the city's life.

On the page of a book found in Margaret McKee's home desk, is a pencilled notation—"Keep your shoulders to the wheel, instead of your back to the wall." And here is written the secret of her rich life whose crowning glory was the heroism of its closing.

When Margaret McKee was told by her physicians three years and a half ago that she was suffering from a rare disease which was incurable, and that she had only a few more years to live, she resolved not to "burden" her friends with the facts, as she expressed it, and so well did she guard her secret that her closest friends were unaware of the situation. She trained every effort on making the most of the time left her. Her work absorbed her, and every moment which was not spent in fighting the loss of physical vitality which her illness entailed, was devoted to the service of the recreation movement in Des Moines. When at last, a few weeks before her death, she was forced to take a leave of absence, she arranged for her assistant to visit her every evening to talk over the day's work, to make new plans. Until the day before her death she worked for the movement for which she cared so deeply.

Margaret McKee has gone. A city mourns her passing. Scores of recreation workers and physical educators in all parts of the county will miss her, but the memory of her life and her indomitable courage will never die.

RECREATION

The World at Play is published each month to keep you in touch with new developments everywhere. It is a cooperative undertaking. "Recreation" urges all its readers to send in items regarding recreational happenings in their communities

World at Play

A Fishing Contest

The Recreation Department of Sacramento, California, conducts a novel activity in a fishing contest for boys and girls under sixteen years of age. The requirements for this year's contest, which was held on May 2nd, were that fishermen must furnish their own poles, lines and baits, and that catches must be reported to the official scorer at the club house. Awards were given for the first sunfish caught, the first crappie, the first bass, the largest fish, and the smallest fish. Bring your lunch and enjoy the day at the park," was the invitation issued.

"Opening Day" Fishing Contest, Sacramento, Calif.

A "Poor Man's Golf Club"

ESCANABA, Michigan, is seeking to make a record for itself in the building of a golf course on the basis of strict economy. A farm was purchased for $2,000 which is to be paid for in five years. Greens have been built at the low cost of $100 apiece, and seven fairways are now ready. The club, popularly known as the "Poor Man's Golf Club" is composed of 150 members who pay an initiation fee of $25 and annual dues of $15.

Gardening in Detroit

THE Garden Division of the Detroit, Michigan, Department of Recreation last year had more than 2,000 children enrolled in 88 clubs, every member of which planned and cultivated a garden. Four acres of land were cultivated at a cost of $1,503.27 and the value of the produce raised was $4,147. Approximately 4,000 quarts of fruits and vegetables were canned in the canning classes maintained by the Department.

Annual Reports

THE Playgrounds Association of Philadelphia, Pennsylvania, has isued its 1930 report in unusually attractive form. The review of the year's work begins with the challenge: "Shall we make children pay in the present emergency by neglecting their present needs for safe play spaces, for vigorous, outdoor, healthful activity, and for protection from the environmental influences which may later lead them into delinquency and crime?"

"To my mind," states Honorable John J. Fogarty, Mayor of Yonkers, New York, in the 1930 Report of the Community Service Commission, "recreation ranks in importance with public health and education, and it is to better recrea-

Singing Games and Folk Dances

Ideal Playground Material

by NEVA L. BOYD

You will find in these compilations by Neva L. Boyd, who has worked in cooperation with native teachers of dancing and folklore, a wealth of fascinating material that will be invaluable to you this summer and long afterward. Each book contains illustrations, detailed diagrams or directions, and words and music to accompany the action.

Old English and American Games. 40 singing games including Maypole dances for older children. $1.25.

Folk Games and Gymnastic Play. 28 singing games, 6 gymnastic games and a system of exercises. For young children or older groups. $1.25.

Folk Games of Denmark and Sweden. 41 singing games or folk dances. More than half are for young children; the rest for older groups or adults.

Folk Dances of Bohemia and Moravia. 33 dances with songs for elementary, high school or adult groups. $1.25.

Write for leaflet containing detailed descriptions of books, and catalogs of FitzSimons operettas, cantatas and octavo music for community activities.

H. T. FITZSIMONS COMPANY

Dept. L, 23 East Jackson Blvd., Chicago

As playground equipment goes, "CHICAGO" Equipment qualifies as *special*—better than the accepted "stock" standards. It has refinements, design improvements, a sturdiness, a quality in materials and of workmanship not found in the "general run" equipment.

The slightly higher prices of "CHICAGO" Equipment are more than justified *on a business basis* by the longer, *safer,* more satisfactory service this equipment gives.

Chicago Gymnasium Equipment Co.

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Write for New Catalog "B"

"CHICAGO"
PLAYGROUND EQUIPMENT

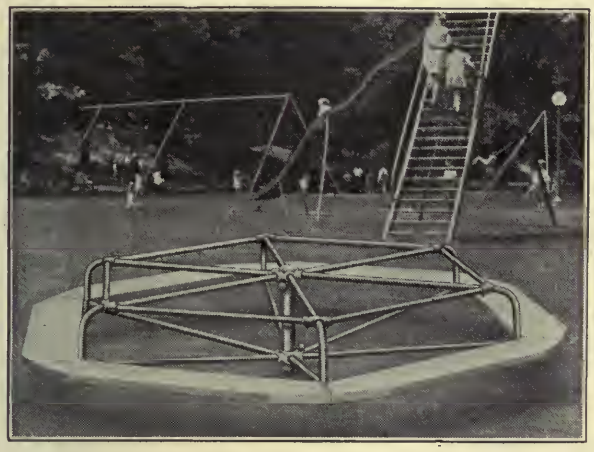
tion facilities that I pledge myself." The report outlines the development of the movement in Yonkers during the past sixteen years and tells of the varied activities conducted in 1930.

The annual report of the Westchester County, New York, Recreation Commission for 1930 has appeared. In its gay cover and attractive illustrations the report covers most effectively the spirit of creative play which the many and varied activities of the Commission are fostering.

The 1930 report of the Public Recreation Commission of Cincinnati, Ohio, gives a vivid picture of the many activites of the Commisson. In his letter of transmittal, Will R. Reeves, superintendent of recreation, traces developments, explains budget expenditures, and analyzes the needs still to be met. (Additional copies of this report are available at the office of the N. R. A., and may be secured on request. Postage 4 cents.)

Another Home Playground Campaign!—Cambridge, Massachusetts, is the most recent city to announce a home playground campaign. From May 9th to June 20th the Recreation Division of the Park Department conducted a contest which was judged in accordance with the following standards: (a) By whom designed and constructed? (by boy, girl, children and parents); (b) construction and design (strength, workmanship, appearance, usefulness); (c) cost (low cost to be preferred); (d) originality (in materials and equipment; in construction; in preservation of space). Suggestions were offered for such equipment as swings, sand box, play benches and seats, ladder, slide, horizontal bar, shelter or play house, basketball goal. "The appearance of any backyard playground," states the circular issued, "is improved by planning vines along the fences. The scarlet runner or similar vine is suggested."

Boys' Day in Recreation.—The final event of Boys' Week in Los Angeles, California, known as "Boys' Day in Recreation," provided fathers and sons with an unusual opportunity to take part as team mates, as rivals, or as companions. Some of the events of the day were semi-final junior Olympic meets in eight districts; the Los Angeles city high school track meet at the Coliseum; a night miniature aircraft meet and model plane demonstration; several organized and informal hikes into the mountains; an all day out-of-doors observance at the municipal boys' camp; a minor sports carnival in archery, golf, tennis, and other sports; father and son horseshoe



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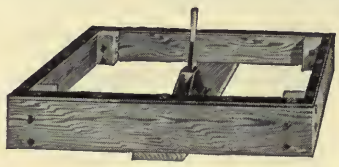
ANDERSON, INDIANA

tournaments; swimming, boating and boat races; free use of the municipal bath house at Venice Beach; the finals of the city-wide contests among boys, and many neighborhood events at municipal and school playgrounds throughout the city.

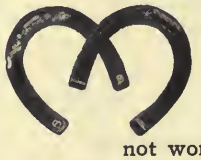
Hiking on a Large Scale.—Six hundred Detroit, Michigan, boys trudged through the forests of River Rouge Park in their annual Easter vacation hikes. During the entire morning numerous bands, led by leaders from the Department of Recreation, wound their way through the woods. At noon they made camp fires and cooked luncheon. In the afternoon, John J. Considine, supervisor of boys' activities, presented thirty-five medals. Fifteen bronze medals went to youths who made five of the pilgrimages; ten of silver were given the boys who hiked for more than six months. Others were gold medals presented to boys who had more than a year's experience.

A Baseball Pitching Contest.—About 4,000 boys from 40 municipal playgrounds in Los Angeles, California, took part in the preliminary baseball pitching contests held in that city, which

DIAMOND



Official Courts



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consisted of pitching baseballs through a specially constructed wooden frame for the purpose of registering the largest number of strikes. The 80 junior and senior champions from the play centers later competed in the finals. These 80 boys and 800 others who ranked at the head of their individual playgrounds were the guests of the Wrigley Field Management at a league game.

A Marble Tournament in Elmira.—This year the Recreation Commission of Elmira, New York, had three classifications for the city-wide marble tournament held March 23rd to April 2nd —one for boys from the first to the fourth grades; one for boys from the fifth to the eighth grades; and the third for girls of grammar school age. The tournament was held in ten different sections of the city and at the end of the tournament the sectional championships played to determine the champion for the district. Twice as many competed this year as last.

New Facilities in Sacramento.—Sacramento, California, is to have three new play areas and a new tennis court and golf house. The existing golf courses are to be remodeled and $2,000 worth of improvements will be made at the men's center. The music week program promoted by the City Recreation Department was unusually successful. One of the large events for the week was an old time dancing party in the Memorial Auditorium, open to all members of groups who enjoy old time dances.

Garden Theaters.—Groups interested in developing outdoor theatres will find in *Notes on Garden Theaters* by Albert D. Taylor a valuable source of information. The article appears in the April, 1931, issue of *Landscape Architecture,* copies of which may be secured from the Landscape Architecture Publishing Company, 9 Park Street, Boston, Massachusetts, for 75 cents.

A May Day Pageant in Santa Barbara.—One of the most delightful features of the huge May Day pageant, a California fairy tale, presented by the school children of Santa Barbara, California, was the evident joy with which the children—and more than 1,700 of them took part—participated in the colorful festival. Pupils, teachers and parents worked for weeks in preparation for the pageant, making the beautiful costumes which the art department of the schools designed, rehearsing the dances and pantomimes,

and practising the music. An orchestra of sixty musicians from two of the high schools furnished the music for the pageant which was directed by W. H. Orion, city recreation director. It was staged as a culmination of the semester's work in art, home economics, industrial education, music, and physical education.

A Pageant of Mass Drills.—A remarkable demonstration of mass drills was held in Macon, Georgia, April 18th, in connection with the sixty-sixth annual convention of the Georgia Education Association. Six thousand pupils from the grammar and high schools of Bibb County took part. No teachers appeared on the field during the presentation and the smaller children were in charge of high school girls.

A Patriotic May Day Celebration.—One of the largest patriotic meetings ever held at the Music Grove in Prospect Park, Brooklyn, took place on May 3rd when 20,000 people gathered for the eleventh annual meeting of Brooklyn Citizens' Patriotic May Day celebration. A program of addresses and music, provided in part by the New York Fire Department band, proved of great interest to the huge audience.

A Sports Carnival in Oakland.—With the marchers clad in uniform and bearing trophies, the eleventh annual Sports Carnival of the Industrial Athletic Association of Greater Oakland, California, was held on April 25th in the municipal auditorium. Brilliantly decorated floats by member firms followed the parade of championship teams, and afterward a series of nine sport events furnished thrills aplenty for the 10,000 spectators in the arena.

Each year a novelty event is offered. This year an indoor baseball game on roller skates

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THE JOURNAL OF
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was the unique event. The high light of the occasion, however, came when 24 teams, 12 of men and 12 of women, took the floor for volley ball games played simultaneously. Other activities on the program included women's baseball, stunt relays, and basketball; men's relays, basketball and soccer. Since the Recreation Department of Oakland entered the industrial field twelve years ago to stimulate the recreation program for employed workers of the city, great progress has been made. Sixty-eight firms are now represented in the association with 30,000 participating members.

A Robin Hood Frolic.—For the third successive year men and women employed in Los Angeles, California, industries took part in the annual municipal Robin Hood festival, a May Day revel on Nottingham Green. Approximately 500 participated in the festival which presented colorful folk dances of the period, music, and choral selections.

American Country Life Conference. — From August 17th to 20th the American Country Life Association will hold its fourteenth annual conference at Cornell University, Ithaca, New York. The topic will be Rural Government, and it will be the purpose of the 1931 gathering to consider the status and functions of rural government in all parts of the United States and the most promising means whereby the services of local governments through the rural population may be improved. Further information may be secured from the headquarters of the Association, 105 East 22nd Street, New York.

"The children of America today are asking the question, 'What shall I do next?' 'What shall I do next?' because their parents are asking at the same time, 'Where do we go from here?'

"The under-privileged child is the child whose father answers the question, 'What shall we do next?' by giving him a dollar for a mechanical toy, or twenty-five cents to go to the movies.

"The privileged child is the child whose father puts in his hands the tools to do his own work, to make his own radio, to carry on with something that is of interest, to form his own entertainment."—*Dr. William Mather Lewis,* President Lafayette University, in *Citizenship, Kiwanis Magazine,* September, 1930.

Consider the Pollywog

(*Continued from page* 207)

that a child—every child—passionately wants to do he had better do it as it is unlikely that he will otherwise come out alive. The human embryo goes through many phases that seem to have no relation to its grown-up life, but I suspect that if those phases were left out the child would never be quite born, or that it would be a misfortune if he were.

Let us learn wisdom of the pollywog. Stanley Hall tried many experiments with pollywogs, of which the most interesting was that of cutting off their tails and seeing what effect it had upon their later life. One might fancy that the frog, having no tail, gains nothing much from exercising the tail with which he started; he cannot continue to be skillful with a member which is no longer there. And yet it turned out in Dr. Hall's experiment that the pollywogs that had not mastered the technique of the tail never developed the legs to which they were entitled. Nature, it would seem, has in mind a sequence in the lessons which she gives and prefers that the course shall be followed as she planned it.

As to how a permanent benefit can follow from a course of training that in its direct result leads nowhere, I suspect the explanation is that when a child has strenuously followed in a course which Nature cries upon him to pursue, whether it has a definitely practical outlook or not, he at least has lived. His action has proceeded from the depths, has called out all the strength and spirit he had in him and accordingly will leave behind it, not a special skill but greater strength and spirit for all purposes. He will be not merely a better climber but a better man.

A Stay-at-Home Camp

(*Continued from page* 213)

"Songs of the Open Road" by Walt Whitman

"Walden" by Henry B. Thoreau

"Little Rivers" by Henry Van Dyke

"Joys of the Road" by Bliss Carman

"Handbook of Nature Study" by A. G. Comstock

"Kettles and Campfires"—Girl Scouts of America

"Campfires and Camp Cookery"—Boy Scouts of America.

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Here Comes the Circus!

(*Continued from page* 220)

gives up the search and makes an exit. The second clown continues to search. He finally finds and picks up a small box which, when opened, explodes. He screams and rushes out. Cap boxes of this type can be procured at any novelty store.

Clown Wrestling. The ringmaster announces a wrestling match between Fall-on-Nutsky, who bows to the ground, and Mr. Nobody. Mr. Nobody of course isn't there at all. The match starts, the one clown sparring for a hold on his imaginary opponent. A wrestling match is simulated something like shadow boxing. The one clown is finally flung to the ground, makes a bridge, succeeds in getting up and is apparently caught in a half-Nelson, and finally has his shoulders pinned to the mat. The ringmaster holds up Mr. Nobody's hand and declares him the winner.

Something Old! Something New!

(*Continued from page* 226)

For example, let us take the Holland Week. The Holland Club, organized several years ago in connection with the department's activities, will be asked to sponsor the week's features, and the programs for this type of week will be developed along the following lines:

Monday

Adult talent in song and dances

Tuesday—Story Night

1. Stories of Holland by children and adults
2. Children's Theatre
   Dramatization of stories involving puppetry, shadowgraphs and pantomime
3. "Singout"

Wednesday—Games Festival

Gymnastic Circus, novelty athletics, games of Holland demonstration

Thursday—Special Feature Program

Twenty special features have become established parts of the playground program

Friday—Holland Festival and Exhibit

1. Handcraft Exhibit
2. Characteristic program of singing games, folk dances, toy orchestra and music

While the nationality theme is being carried out as indicated, other features not related to this development will be continued as rather permanent parts of the season's program. These fea-

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tures are the Baby Show, Barefoot Boy Day, Broomstick Derby, Dress Up Party, Wheeling Party, Tin Can Derby, Pet Show, Circus, Bubble Party, Rodeo, Story Book Party, Freckles Day, Beach Exposition (sandcraft), Pirates Play Hour, Fortune Hunt, Drug Majors' Contest, Buddie Day, Doll Party, Knight of Magic, the final individual playground festival and the city-wide festival. For the most part, these features are a development of the low organized game period. One or more of these features are part of each week's program throughout the season. A definite assignment of these features is made at the start of the season so that they might be well prepared for and well organized.

With constructive planning it is believed that the coming playground season will profit from all other phases of the Recreation Division's activities. The cooperating groups and organizations will likewise be profiting from added activity and will secure greater community recognition. In general the city should enjoy a type of community program with children's work on the playgrounds as a basis but with a great number of opportunities of adult participation and cooperation.

Swimming Programs

(*Continued from page* 231)

students who received the benefit of the campaign. The total number of lessons given in the four weeks was 5,405.

The directors of the various pools voted the

(*Continued on page* 250)

Among Our Folks

MISS MARY L. FLYNN, recreation director of Chester County, Pennsylvania, is on a six months' leave of absence to serve on Governor Pearson's staff as organizer of the Department of Community Activities in the Virgin Islands.

W. A. Hansen, who has been appointed director of recreation for Meadville, Pennsylvania, took up his work there in May. Mr. Hansen was formerly director of recreation for Chambersburg, Pennsylvania.

Lakeland, Florida, is continuing the work of the Recreation Department under the direction of Mr. W. W. Alderman, recently appointed superintendent of recreation.

Mr. Sylvester McCauley, of Dubuque, Iowa, has been appointed director of recreation for that city to succeed Mr. Bernard M. Joy.

The work of the newly organized Recreation Department of Bismarck, North Dakota, has been placed under the direction of Mr. John W. Reel, formerly director of recreation for Fort Myers, Florida.

Mrs. Susie Root Rhodes, who for many years served as supervisor of playgrounds, Government of the District of Columbia, has resigned. Miss Sibyl Baker, Director of the Community Center Department, Public Schools of the District of Columbia, has been appointed as Mrs. Rhodes' successor.

week a complete success. Increased attendance was noted, a check on attendance records taken during and after the week's activities, showing that the attendance in the municipal pools jumped approximately 50 per cent, while that at the large private pool jumped 30 per cent. Spectators made many favorable comments. The best result, however, was the enjoyment of those who actually participated.

There is every reason, C. P. L. Nichols, Supervisor of Aquatics in Los Angeles, points out why campaigns of this type, provided proper coordination exists between schools and playgrounds, should be carried on in every city in which schools do not possess adequate swimming pool equipment. That it has a positive effect on the attendance at the pools is evidenced by the fact that each individual who learns to swim is a prospective patron at the school for at least ten years.

Leathercraft

(*Continued from page* 236)

title of occupational therapy has been found of real curative value in occupying the mind, and it has a tonic effect especially on those whose resources are being unduly tapped by enforced idleness. The method of teaching leathercraft in our local hospital does not vary greatly from that used on the playgrounds. The patients are transient; rarely does any one able to sit up to work stay in the hospital more than a week. This necessitates the use of quickly completed, simple projects, such as billfolds, purses, picture frames and belts. The interest is so keen that although two hours a day are allotted to this portion of the day's schedule, the patients will, unless stopped, take the materials with them to their wards and continue to work. The finished products are displayed in cases and find a ready sale both in the hospitals and local department stores, some of the work being done to order.

In one of the hospitals the work is done by adults and children; in another, by children alone. In the case of the adults, leathercraft is the sole craft taught. The children are given more variety.

Leathercraft is not only an excellent medium for training the mind and hand in groups, large or small, but it is a fascinating hobby for the individual looking for something different and creative.

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Book Reviews

EDUCATION AND LEISURE. Edited by S. E. Lang, M.A. J. M. Dent and Sons, Ltd., Toronto, Canada. $3.75.

In April, 1929, the Fourth Triennial Conference on Education was held at Victoria and Vancouver, Canada. In planning the Conference it was decided that the main program would fall naturally into six departments—literature, music and the drama, the cinema, radio, play, and health, and the Conference was organized with the view of exploring these six departments in order to determine the relation of each and their value in a well ordered system of education for leisure. Of special interest is the address of Sir Rabindranath Tagore, with its flavor of the East and its deep understanding of universal needs. There are many other notable addresses in the book which represents a rare collection of articles on various phases of the leisure time field.

THE VISUAL ARTS IN NEW YORK SETTLEMENTS. Albert J. Kennedy and Kathryn Farra.

In connection with a study of the major services of the 80 settlements in New York City being made by the Research Bureau of the Welfare Council, in co-operation with the United States Neighborhood Houses, a survey has been made of the opportunities offered by the settlements for the cultivation of appreciation and skill in the practice of the visual arts. The results of this interesting study have been published in the March issue of *Neighborhood,* the Settlement Quarterly, which may be secured at 50 cents each from Albert J. Kennedy, 101 West 58th Street, New York City.

NATURE GUIDES FOR SCHOOLS, VOLUNTEER ORGANIZATIONS, CAMPS AND CLUBS. Bertha Chapman Cady and Vernon M. Cady. Published under the auspices of The Co-ordinating Council on Nature Activities, by The Slingerland-Comstock Company, Ithaca, New York. $.10 each.

This interesting series of guides have to do with stars and planets, earth and rocks, trees and shrubs, flowering plants, insects, birds, animals, and salt water life. These booklets should be in the recreation worker's library.

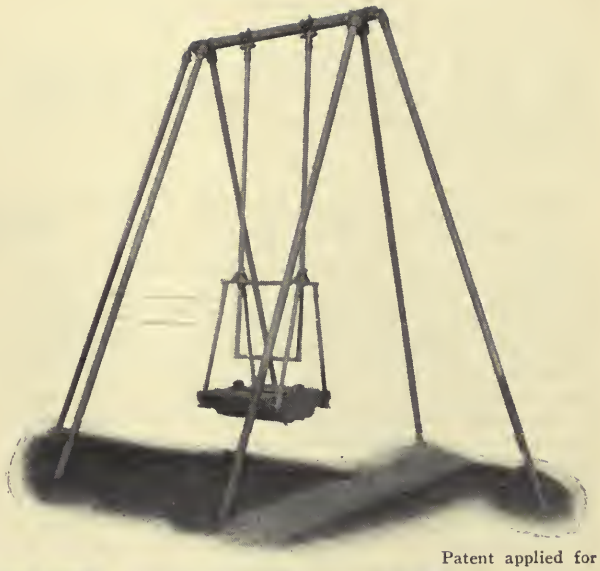
BOOKLIST BOOKS—1930. A Selection. American Library Association, Chicago, Illinois. $.65.

Not a single fairy story appears in the list of books selected by about twenty children's librarians on the basis of their actual popularity for young readers and listed in the newest booklist of the American Library Association. It would be interesting to know whether this is caused by an increasing taste for realism among little children or by a lack of convincing elves and brownies in the books written for them. The main section of *Booklist Books* is devoted to about 150 outstanding adult books of the year selected by votes similar to that taken by the children's list.

INDEX TO CHILDREN'S PLAYS. Compiled by Aeola L. Hyatt. American Library Association, Chicago, Illinois. $2.50.

The growing recognition of the drama as a vital factor in the education of the child is reflected in this index in which each of the 2,200 plays listed is briefly described. Teachers in search of programs for special days or occasions will find here a list of plays under the days or subjects for which the plays are appropriate. The plays have also been relisted in three main groups according to the number of characters required. A number of books on plays and play production have been grouped separately.

ANIMAL PETS.—A Study in Character and Nature Education. Bertha Chapman Cady. Published under the auspices of The Co-ordinating Council on Nature



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Activities, by The Slingerland-Comstock Company, Ithaca, New York. $.75.

Every child should have a pet. In this booklet Dr. Cady tells why and points out the value of pets in the early education of children. A number of interesting experiences with pets are cited which will be of keen interest to children.

RAGGEDY ANN'S SUNNY SONGS. Johnny Gruelle and Will Woodin. Miller Music, Inc., 62 West 45th Street, New York, 1930. $1.50.

Raggedy Ann and her beloved friends, Andy, Belindy, Frederika, and Wooden Willie with a knot hole in his head have joined the ever youthful company of singers and persons sung about—Bonnie Prince Charlie, Robin Hood, Red Riding Hood, Good Queen Bess, and other illustrious characters. But by the magic of Johnny Gruelle's stories and drawings the always friendly, treat-me-as-you-please Raggedy Ann has for several years been one of the special friends of thousands of children, and now by the grace of a sympathetic composer she is also among the musically blessed. An especially interesting thing about this book of sixteen songs is that the composer of the music, Mr. W. H. Woodin, is not a professional musician but one of our American captains of industry, being president and director of the American Car and Foundry Company. It is said that much of the music was written by him for his own children. This natural motive for composing is reflected in the spontaneity of the melodies, which are also simple and within the range of the ordinary child's voice. The songs are especially suited to homes, camps, and the more intimate groups on playgrounds and in other recreation centers. The drawings in color that accompany each song will cause many a chuckle among grownups as well as children.

NATIONAL SURVEY OF HARMONICA BANDS AND CLASSES. Published by the National Bureau for the Advancement of Music, 45 West 45th Street, New York. $.18.

This digest and summary of the experience of individuals who have been conducting harmonica bands represents a valuable compilation of opinions. From 43,513 to 45,346 people were reported in 1,287 bands, clubs and classes. 190 gave it as their experience that the study of the harmonica leads to the study of more serious musical instruments; 51 had not found this to be the case, while 129 failed to answer the question. The question, "What has been your experience as to the value of the harmonica?" brought forth a great preponderance of favorable reaction.

FOLK-SONGS OF THE FOUR SEASONS: Thirty-three Traditional Melodies Associated with Festivals and Folkways. Text and Translations by Susanna Myers, the Harmonization by Harvey Officer. G. Schirmer, Inc., 3 East 43rd Street, New York, 1929. Price net, $1.75.

This book does the very interesting thing of relating folk songs with folk tales and customs in a way that will make the singing of the songs even more delightful than it might be otherwise. There is no end of romance in much of the folk music such as is presented to the extent of thirty-three songs in this book. Several of the songs, especially in connection with the legends given of them, are especially well suited to simple dramatization. The songs are classified according to seasons, commencing with the spring and ending with winter. There are May-Day Songs, Midsummer Eve Songs, Midsummer Fairy Songs, songs of Hallowe'en and the Harvest, of Market-Days, Christmas Carols, New Year's Songs, and a Jewish carol for the "Feast of Lights." The nations represented are France, Italy, Switzerland, Japan, Portugal, Finland, Norway, Ireland, Czechoslovakia, Jugo-Slavia, the Netherlands, Mexico, China, Russia, Canada and our own Hopi Indians. This book is heartily recommended to all persons who love or have to do in any way with simple singing or folk lore.

MUSIC AND THE OUT-OF-DOORS. Laura Granberry Snow. Published under the auspices of The Co-ordinating Council on Nature Activities, by The Slingerland-Comstock Company, Ithaca, New York. $2.00.

Music in summer camps for children is important to their development. This book suggests methods and means of approach to the subject. Of special interest is a discussion of the music of various nations and tribes, which gives an excellent idea of the variety of emotional reaction to music.

TEN FOLK SONGS AND BALLADS. For School, Home and Camp, E. C. Schirmer Music Company, Boston, 1931.—$.10 a copy or $.12 postpaid.

We have received many requests for copies of a mimeographed song leaflet which was used at each of two of the recent National Recreation congresses. Most of the songs in that leaflet are contained in this new octavo publication by the E. C. Schirmer Music Company. The list is as follows: *Morning Comes Early, Alleluia, Tiritomba, Country Dance, Lark in the Morn, On a Summer Day, The Keeper, The Golden Day is Dying, The Old Woman and the Peddler,* and *Summer Is A-coming In.* Not only the melodies and words are given but also the piano accompaniments.

In addition to the unison songs like *Morning Comes Early, Alleluia, The Keeper,* and *On a Summer Day* that have already become quite widely popular, there are two songs delightfully arranged for two-part singing, preferably by treble voices, and one—the well liked Congress song, *Tiritomba,* with a chorus arranged for simple four-part singing. *Summer Is A-coming In* is the merry old round that has been sung by all sorts of groups from modest ones to the most advanced, and the text of the *Old Woman and the Peddler* is a complete little play that was acted out at the last Congress in Atlantic City.

A. D. ZANZIG

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Land

Land—once the cheapest thing in the world. Now in spots worth one million dollars an acre. And you cannot measure in millions or billions what land, open space, sunshine, parks and playgrounds mean to children.

Take man away from the soil—give him no touch with the earth, with nature, and man begins to deteriorate. And it is worse for the child. Children cannot be real children without access to land that is really theirs. The human race must ever keep one foot on the land.

Now is the time to set aside in perpetuity our parks, our playgrounds, our picnic grounds in the country, our swimming places, our skating ponds, our mountains, our forests that should forever and always belong to all the people. Each year's delay makes the difficulties and the cost greater.

Our great paintings we put in our public art galleries that all may enjoy them. The choicest and most beautiful land should belong forever to all the people as their playground set aside to building up the lives of men.

Business is only a means toward living. Choose first as we build and rebuild our cities the land the children need and let business and industry take the best that is left. Business thrives better in the city that is planned for living.

And yet from the point of view of business, more money is made —say all the best business men—when land is saved for parks, playgrounds and open spaces, because in this case the nine-tenths remaining is worth more than the ten-tenths.

HOWARD BRAUCHER.

Investments in Living

Courtesy Palos Verdes Estates, California

"There has been a steady stream of buyers this year to suburban locations which offer swimming and other outdoor recreation in connection with the other residential conveniences. At the same time there has been a marked decline in the demand for properties which were previously sold only on the basis of so-called strategic location. . . . A fashionable suburb is seldom insisted upon—it is often not even desired so long as adequate recreation facilities are offered. . . . The outlying properties, which were in small favor a few years ago, are now actually being bought up gradually when they offer water rights and an assurance of permanent opportunity for outdoor life and recreation." — *W. Burke Harmon, President Harmon National Real Estate Corporation, Herald-Tribune, July 19, 1931.*

The WHY of Recreation Areas

Courtesy Monticello Land Company, Fort Worth, Texas

A few reasons why recreation areas in real estate subdivisions are beneficial both to resident and subdivider

THE National Recreation Association since its organization twenty-five years ago has always concerned itself with the acquisition of space for recreation purposes. As early as 1910 it reprinted and distributed nationally an article prepared by the late William E. Harmon of New York, one of the largest developers of vacant land in the United States. It was the belief of Mr. Harmon that recreation areas in real estate subdivisions had both a community and a business value.

But even before the recreation movement came into being, we find evidence of real estate developers setting aside a certain part of their land holding for parks. One of the most notable of these is Gramercy Park in New York City, originally established as a part of what would now be termed a subdivision. One hundred years ago Samuel Ruggles purchased Gramercy Farm and a tract of land called Bowery Hill and subdivided it into 108 lots, 42 of which he set aside as a private park, the 66 surrounding lots being sold for residence purposes. Ownership of the residence lots carried with it a proportionate ownership in the park area. The management was vested in five trustees, and the expense of maintenance of the park has ever since been met by assessment upon the property owners having an equity in the park.

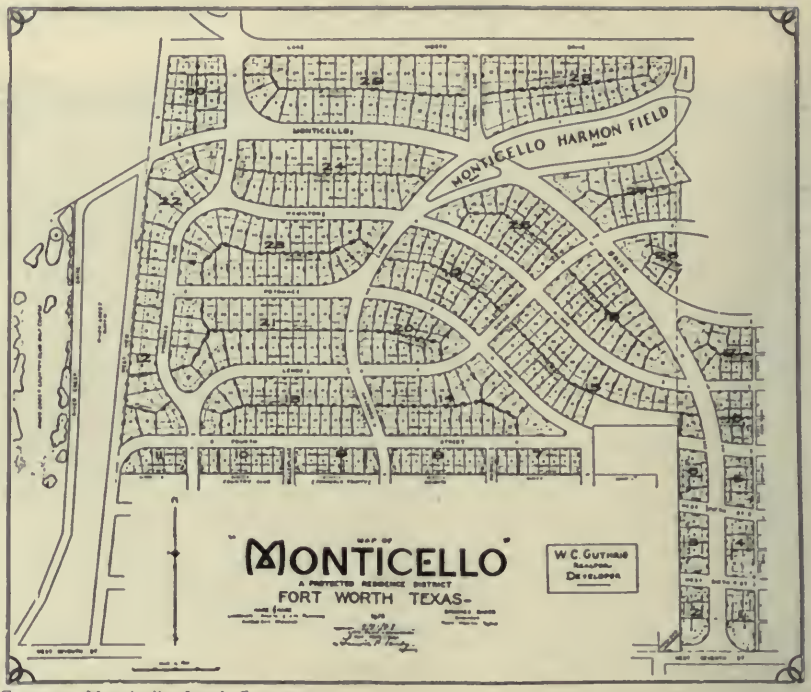
Growth of the Movement

It is only in the past few years, however, that the plan of setting aside recreation areas, has assumed the proportions of a national movement. It was through the generous support of the Harmon Foundation that the National Recreation Association over three years ago was enabled to give the services of one of its field secretaries to promote this project. Personal visits have been made to 123 cities with a population of over 50,000, and to 90 cities of less than 50,000 inhabitants. Today the National Recreation Association has records of 527 subdivisions in which recreation areas have been set aside, located in 258 different cities.

In order to focus the attention of the real estate developers upon the idea of recreation areas in real estate subdivisions, the National Recreation Association circulated a statement called "Recrecreation Fundamentals in Real Estate Development." It emphasized the opportunity of real estate men to contribute to the safety, health and happiness of the community by setting aside a portion of their subdivision for recreation. The statement has been endorsed by 1,436 presidents, vice-presidents, secretaries and members of real estate boards, numerous city planners, landscape architects, Legionnaires, and other persons. Many real estate developers who have included recreation areas in their subdivisions have written encouraging testimonials as to the value of such areas.

Prominent among the important real estate

Monticello, Texas, which is subdivided into 406 home sites, is particularly fortunate in its location in that it not only has a four and a half acre play park of its own in Monticello Harmon Field, but adjoins the River Crest Country Club which provides many recreation facilities. The development is only a six minute drive from the heart of Fort Worth, which, through the Public Recreation Board, offers many municipal recreation opportunities.



Courtesy Monticello Land Company

It is through such planning as this that richer living and better financial returns are being brought about.

organizations of the country endorsing and approving of this project are the National Association of Real Estate Boards, four state, two county, and twenty-six city boards. Among the cooperating organizations are to be found listed the Chamber of Commerce of the United States, the Joint Committee of the American City Planning Institute and National Association of Real Estate Boards, the Federal Council of Churches of Christ in America, the American Federation of Labor, the American Legion, the National Automobile Chamber of Commerce, the Maine State Federation of Labor, the City Council of Seattle, the Lions Club of Oak Park, Illinois, the North Park Lions Club of San Diego, California, the New York State Congress of Parents and Teachers, and the Board of Playground and Recreation Commissioners of Los Angeles, California.

Speaking of the work of the National Recreation Association, John M. Glenn, formerly director of the Russell Sage Foundation, said: "There is just one thing the Association has done which in itself is worth to the country millions of dollars. They have educated the real estate developers to realize that playgrounds and open spaces are assets and that to provide an open space is not merely giving something, but by so doing the true value of their adjacent property is increased by an amount which more than compensates for the value of the property devoted to a public use. That is a splendid thing from the point of view of health and pleasure, as well as in other ways. It is good both for real estate, and for the people who live on it."

Why Set Aside Recreation Areas in Real Estate Subdivisions?

Public interest in recreation during the past decade has been increasing by leaps and bounds. There is every indication that the hours of work per day and per week are to be further reduced. Man is going to have more free time in the future, and every opportunity must be given him to utilize this leisure in the best possible manner. Traffic hazards today are great; the number of automobile fatalities is on the increase. Witness the 10,000 children under the age of fifteen years who were killed during a recent eighteen months' period. Children must be given safe places in which to play.

There is evidence to show that where young people are denied their natural play priviliges in parks and playgrounds very frequently they take the form of gangs and lead to the destruction of property and to delinquency. Playgrounds help keep children out of juvenile courts. It is the testimony of probation officers and judges that delinquency in large cities increases in direct proportion to the distance from playgrounds.

In any consideration of the use of leisure time

the problem of places to play is of paramount importance, and land assumes great social value. The population of our American cities has been rapidly increasing and space in practically all of them is at a premium. New playgrounds and parks for congested areas are obtained only at exorbitant figures. Additional recreation areas need to be secured now; tomorrow it will be too late.

Little consideration has been given in the past in nearly all of our cities to the question of space for parks and playgrounds. Our city planning has been haphazard with noticeable deficiencies in open spaces in the congested areas. It is out on the periphery of our large cities that we are forced to go for space for our playgrounds and parks, which is a way of solving this problem in the future. Land should be secured while it is still cheap and available.

The key to the problem of the provision of adequate space for play lies to a large degree in the hands of the real estate subdivider who develops large as well as small tracts of land. The problem will not be solved, however, by the setting aside of recreation areas now with the intention of cutting them up for lots later and selling them to the public. The dedication of lands for parks and playgrounds should be a permanent affair which will insure these open spaces for all time.

Practically all rapidly growing cities in the United States during the past decade have been over-subdivided. Such cities as Los Angeles, Chicago, Detroit, and New York are examples of this, as is the State of Florida which suffered so greatly during the late land inflation. Thousands of subdividers who planned developments of the old stereotyped method of gridiron streets with no open spaces, have gone out of business. The wrecks of what were once over-advertised subdivisions can be seen in all parts of the land. Only those which have been planned wisely and well survive the wreckage. These as a result have been well spotted, having been located in the path of the city's progress and have included open spaces where the citizens of the community may find opportunities for recreation. Real estate men may draw a lesson from the ungainful method of subdividing land as evidenced by the hundreds of lamentable failures which are to be found on every hand. Some of the most experienced real estate developers believe that the solution of this problem lies in the revamping and replatting of well chosen sites and the inclusion of sufficient recreation areas in them. This would no doubt lead to a renewed interest in them by the public who is interested in homes in livable neighborhoods.

Adequate recreation space is today an economic necessity in every community. Furthermore, the subdivider of today has learned that it is wise to set aside land for playgrounds in his communities in the same way that he allots certain areas for streets. . . . The subdivider benefits markedly from the higher prices and quicker sales which result in new communities supplied with adequate playgrounds, parks, athletic fields, tennis courts, or golf courses. The benefits which accrue to the public from permanent provision for its recreational needs are no less obvious.

W. BURKE HARMON
President, Harmon Foundation

Dollars and Cents Values

There is plenty of evidence to show that real estate subdividers are finding it pays in terms of dollars and cents to make their property more attractive to possible purchasers by providing space for play and beautiful open areas.

"Convenience and accessibility to sports and recreational centers," says Mr. George Koch of the Cord Meyer Development Company, Forest Hills, Long Island, "are strong contributing factors to the making of a successful suburban community. The chief reason for the average man's decision to leave the city with its attendant noise, crowded conditions, and complex transportation problems is his desire to provide for himself and his family more of the outdoor life with its manifold advantages to health and pleasure, and the builder or developer who takes into consideration these very important facts, and builds in a section where facilities for tennis, golf, etc., exist or are in the making, is assured of a continuing demand for his product."*

Families are naturally more interested in making their homes in livable neighborhoods offering beauty and out-of-door space for games and recreation and safety for their children. Increasingly real estate firms are giving more and more space in their newspaper advertising to the recreational opportunities which their subdivisions have to offer to the general public. A perusal of real estate advertisements in the Sunday newspapers will bear out this statement.

The evidence of the value of setting aside well planned recreation areas in subdivisions is to be found in

*New York Times, June 21, 1931

such splendid communities as Forest Hills, Long Island, the country club district of Kansas City, Roland Park of Baltimore and many others. In an article entitled "Neighborhoods That Can't Be Spoiled" in the July, 1931, *Survey Graphic,* Marc N. Goodnow says: "The experience of the developers of these projects has been of the kind that could be adopted no doubt with great benefit by real estate subdividers and city planners elsewhere. For since profits generally can only be taken from such projects after the first half or first three-quarters of the property has been sold, whatever measures the subdivider takes to protect the remaining portion of the tract are returned to him in multiple form."

The Values to the Community of Setting Aside Recreation Areas

The well planned community with adequate recreation areas under competent leadership, is apt to develop a finer community spirit, thus making it more livable for all concerned. It is not enough for the realtor simply to make an outright donation of land with no further thought. The site much be well chosen, it must fit in with the city plan, and must be a well administered recreation area. There is too much at stake for any one to give minor consideration to this important problem of recreation. As life is constituted today the provision of recreation is one of our major problems, involving as it does the health and moral growth of the people.

It has sometimes been stated rather erroneously by officials that playgrounds depreciate the value of land which adjoins them. The careful statistical studies made by authorities disapprove of that idea. The conclusion made by Charles J. Storey of the Department of Recreation of the Russell Sage Foundation of nine playgrounds in New York City shows that:

There have been no decreases in land values on the blocks bordering the playgrounds after the acquisition of the playgrounds, but rather a steady increase has taken place.

Large plots well cared for, such as Betsy Head Playground, when in a wholly residential district increase the value of the bordering property in somewhat the same manner as parks do.

Small plots used as playgrounds when surrounded by business and industry appear to have little effect one way or the other on surrounding values.

Where playgrounds are now in the midst of mixed residential, business and industrial blocks, as Chelsea and St. Gabriel's, there is not the same rate of increase in land values on bordering streets as on streets adjacent. This is probably because the increased commercial use of the land tends to overshadow any benefits derived from the playgrounds to the residents.

Where the neighborhood is wholly residential in character the average increase of land values around the playground has been far greater than in other districts where business and industry are present.

When business and industry extend into blocks bordering on or adjacent to a playground, the benefits of the playground to the neighborhood as reflected in the land values are very much decreased.

In order to obtain the full and continued benefits from playgrounds as from parks, all sides of them should be zoned for residential purposes only.

The recent original study* made by Charles Herrick, Assistant Engineer of the City Plan Commission, Bayonne, New Jersey, of the relationship between the amount of park space in a city and the total assessed value of real estate for 85 large cities, throws some new light on the subject. Mr. Herrick has worked out some formulas that prove in a very definite way that parks have a very decided effect in increasing land values in not only their immediate vicinity but also over large areas. Density of population, he found, was a strong contributory factor.

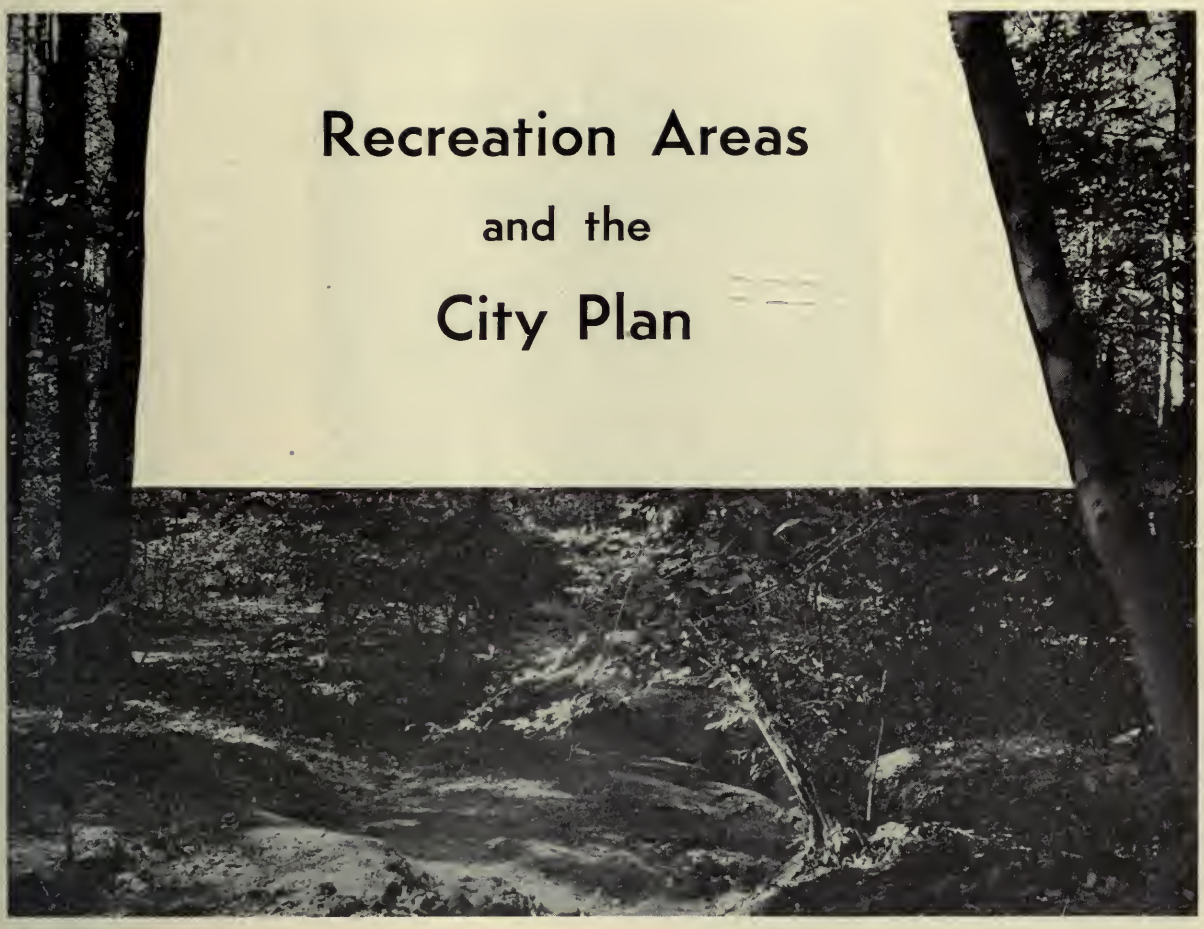
To the real estate subdivider has increasingly come the realization that by the wise platting of his land and by including adequate recreation areas he can build a monument that will everlastingly stand to his credit. Of what avail is it for him to erect house crowded upon house whose number is legion if the people living in them are denied, through his selfish interests the open spaces where they may give expression of their natural desires for recreation and play? The hundreds of fine subdivisions which now dot our land which have included adequate recreation areas are evidence of the trend on the part of real estate developers to build communities that are more livable and which will surely produce a fine type of citizen.

As Harland Bartholomew, an outstanding city planner, has so well said: "Parks and playgrounds are fully as essential to the upbuilding of a city

(*Continued on page* 306)

* Note: See "Development of Newark Bay Waterfront of the City of Bayonne" published by City Plan Commission, Bayonne, New Jersey.

Recreation Areas and the City Plan



Courtesy Russell Gardens, Great Neck, N. Y.

Layout Equipment and Location of Recreation Areas in Subdivisions

Where a city plan exists problems of layout in subdivisions are simplified.

A REPORT of Subdivision Control presented by a Committee of the American City Planning Institute has this significant thing to say about recreation areas in subdivisions: "The general requirements for principal parks and recreational spaces and sites of public buildings should be included as part of the master plan. Where a land owner has submitted a plat of his land and the authorities have designated in it such a principal public park, recreational space or building site as part of the master plan, the municipality should take prompt steps to acquire such land, or failing to do, should act upon the plat, so that the owner can make use of his property. The subdividers should be encouraged to provide small recreational parks."

Where there is no city plan, subdividers may confer with some city planner and the park and recreation department of the city to be certain that the proposed space fits in with the community scheme of recreational facilities. Especially is such consultation necessary if the realtor plans for city maintenance of the recreation area. Cooperation with the park or recreation department

will clear the way to city acceptance because it insures a scientific layout and equipment of the play site, the consequent approval of park authorities, and their willingness to provide leadership.

The City Planning Primer also makes the following statement regarding the control of new subdivisions:

"The control of the layout of new subdivisions is a vital part of the day to day administration of planning. Without adequate control worse mistakes are apt to be made in new subdivisions than were made in the center of a city, for new streets in outlying districts are usually not a matter of public attention until some time after a mistake has been made and when changes are difficult to make. Developers of new subdivisions usually are glad to conform to a good plan, but in some instances both tact and resourcefulness may be required on the part of the city authorities to make sure that the street layout does not interfere with the major thoroughfare plan and that enough and proper land for parks and playgrounds is set aside. Supporting citizens' organizations are frequently most helpful in securing voluntary adherence to the plan. The main trouble in most cases in the past has been the lack of a comprehensive plan and the consequent handicap upon both city authorities and enlightened private subdividers in connection with opening up new subdivisions."

It is evident that as the study of subdivision control has progressed that the technical city planner has become considerate of the practical result of subdivision control, and the realtor has become interested in the technical phase of city planning and recognizes the valuable results of such planning on land investments and land sales.

In the Sunnyside Development of the City Housing Corporation, New York, every thought has been given to the needs of the children, and all kinds of modern playground apparatus is to be found.

Types of Recreation Areas in Subdivisions

A study of some six hundred subdivisions throughout the country show that there are roughly three standard types of recreation areas. One is to be found in the large subdivisions of one hundred or more acres, and includes golf links, bridle paths, swimming pools, and other facilities. Another type is located in the smaller subdivisions and includes children's playgrounds with the necessary apparatus. The third is to be found in the small multiple dwelling subdivisions which include interior block playgrounds for the small children below the age of seven years.

The subdivider of large tracts can be more generous with his gift of land than can the real estate developer with smaller holdings. There is usually a tendency with him, however, to cater to the desires of the adults. Golf links which have a good sales value usually take up most of the recreation space. He is apt to overlook the needs of children below the age of fifteen years.

The possessor of smaller tracts of land is forced to limit himself to the setting aside of playing fields and playgrounds. These take care of the younger people but exclude the adults. Besides these play facilities for the children there should also be provision made for the adults. Tennis courts, quoit pitches, hand ball, volley ball courts, and like facilities do not take up much space and should be included in every one of the smaller subdivisions.

The builder of multiple dwellings is forced even further to restrict himself in this question of space for recreation. The area set aside for recreation in the interior block playground serves the smaller children under the age of seven and must be restricted to such play facilities as the

swings, slides, and sand boxes. These open spaces serve also as resting places for the old folks who desire the passive forms of recreation.

It is the small subdivision which offers the most difficult problem and which needs the help of city planners and the local recreation leaders more than the larger subdivision. No matter how well planned a small subdivision is, it cannot protect its character from adjoining properties, and ultimately a neighborhood or "local community" will become a patchwork of small subdivisions, each independently planned and each unrelated to all the others. It is essential that ways be found to determine the general recreation layout of the whole neighborhood so that each small subdivision can be recreationally planned to fit in with the general recreation plan decided upon.

The question of space in the large subdivisions is often a minor matter, as the homes are built on plots of one acre or more. When there are children in the family one frequently finds home playgrounds for the smaller children under the age of seven. The older boy and girl is apt to be overlooked and fewer opportunities are given to them to participate in such team games as playground ball, baseball, basketball, and volley ball, all of which demand playing fields.

Amounts Set Aside for Play Space

Ten per cent of the total area in a community has been the figure agreed upon by authorities as the minimum amount which should be reserved for recreation. Much depends, however, upon the size of the subdivision as it is far easier to set aside more area in the large subdivision for recreation purposes than it is in the small subdivision. One should take into consideration the surrounding environs as to whether municipal parks, golf links, playing fields, playgrounds, and bathing beaches are accessible.

"In America we have generally accepted five types of playgrounds. The *play lot* of which there should be, if possible, one in every block, is used mainly for children of preschool age—size, 6,000

Night lighting of play areas, as shown in the Knox Athletic Field of Johnstown, N. Y., has become an important consideration.

Courtesy General Electric Company

The layout of the Palos Verdes Estate in California along the ocean front, affords miles of beaches, bridle paths and hiking trails, and offers views of unusual beauty.

square feet. The *neighborhood playground* should consist of six to ten acres every quarter mile. The *district playground* should consist of about twenty acres in every mile; and there should be one *recreation field* of not less than thirty acres for every fifteen thousand inhabitants as well as a *recreation park* of not less than seventy-five acres for every fifty thousand population of a city."—(Ernst Hermann, *Health and Physical Education,* June, 1931)

In so far as the subdivider is concerned in deciding how much space should be set aside for recreation purposes, it would be necessary for him to estimate the number of people who will eventually live in the subdivision. The standards adopted by the Regional Planning Board of Chicago are one acre for one hundred people; or ten acres for one thousand people, seven acres of which are for park purposes and three acres for playground purposes.

The first table on page 263 gives the approximate space requirements for a number of games and sports played on children's playgrounds.

Location of Play Areas

The location of recreation space proposed for dedication should be carefully considered as improperly located areas cannot be used to the best advantage by the community.

The efforts of real estate developers in providing adequate recreation space should necessarily be with the people who live in the moderate-cost and low-cost homes. These are numbered among the 85 per cent of the salaried folks who earn less than $2,000 per year. Comparatively few people can afford to buy homes costing $15,000 or more.

The School Site

When the land is subdivided consideration should first be given to the selection of the school site. This should be sufficiently large to include park, playground, and playing field space. It is this type of recreation area which often proves to be the most economical, as the school building can be used during the entire year for bathing, dressing, toilet, and other purposes.

This is in line with the plan followed by a number of cities which have effectively grouped their recreational areas around the school sites into a sort of School-Park-Playground Unit. From five to ten acres have been set aside for the elementary schools; ten acres to fifteen acres for the junior high school; and fifteen to twenty-five acres for the senior high school.

Some real estate developers plan their subdivisions so that they either adjoin or are in close proximity to parks and golf links and similar areas. They frequently capitalize on this happy combination of circumstances and give wide advertising to these recreational facts. In some instances it may solve the recreation problem of their subdivision. In other instances it serves the

Name	Dimensions of Play Areas	Use Dimensions	Space Required (sq. ft.)	Number of Players
Baseball	75′ diamond	250′x250′	62,500	18
Basketball	35′x60′	50′x75′	3,750	10-12
Clock Golf	Circle 20′ to 24′ in diam.	30′ circle	706	Any number (4-8)
Croquet	30′x60′	30′x60′	1,800	Any number (4-8)
Field Hockey	150′x270′	150′x330′	49,500	22
Football	160′x360′	180′x420′	75,600	22
Hand Ball	20′x30′	35′x40′	1,400	2 or 4
Horseshoe Pitching	Stakes 30′ apart	10′x40′	400	2 or 4
Paddle Tennis	18′x39′	26′x57′	1,482	2 or 4
Playground Ball	45′ diamond	125′x125′	15,625	20
	35′ diamond	100′x100′	10,000	
Soccer	150′x300′	150′x360′	54,000	22
Tennis	27′x78′ single			
	36′x78′ double	50′x120′	6,000	2 or 4
Tether Tennis	Circle 6′ in diam.	20′x20′	400	2
Volley Ball	25′x50′	40′x60′	2,400	12-16

The following table gives the space requirements of the principal organized games and sports engaged in by young people and adults.

Name	Dimensions of Play Areas	Use Dimensions	Space Required (sq. ft.)	Number of Players
Baseball	90′ diamond	300′x325′ (or more)	97,500	18
Basketball	50′x94′ (max.)	60′x100′	6,000	10
	35′x60′ (min.)	(average)		
Basketball (Women's)	45′x90′	50′x100′	5,000	12-18
Boccie	18′x62′	30′x70′	2,100	2-4
*Bowling Green	14′x110′ (1 alley)	120′x120′	14,400	32-64
Clock Golf	Circle 20′x24′ in diam.	30′ circle	706	Any number (4-8)
Cricket	Wickets 66′ apart	420′ circle	138,545	22
Croquet	30′x60′	30′x60′	1,800	Any number (4-8)
Field Hockey	150′x′270 min.	180′x330′	59,400	22
	180′x300′ max.	(average)		
Football	160′x360′	180′x420′	75,600	22
Hand Ball	20′x34′	40′x50′	2,000	2 or 4
Hand Tennis	16′x40′	25′x50′	1,250	2 or 4
Horseshoe Pitching	Stakes 40′ apart	10′x50′	500	2 or 4
Lacrosse	210′x450′ min.	250′x500′	125,000	24
	255′x540′ max.	(average)		
Paddle Tennis	18′x39′	30′x60′	1,800	2 or 4
Playground Ball	35′ or 45′ diam.	150′x150′ (or more)	22,500	20
Polo	600′x960′	600′x960′	576,000	8
Quoits	Stakes 54′ apart	25′x80′	2,000	2 or 4
Roque	30′x60′	30′x60′	1,800	4
Shuffleboard	10′x40′ to 50′	15′x50′ (or longer)	750	2 or 4
Soccer	150′x300′ (min.)	210′x360′	75,600	22
	300′x390′	(average)		
Tennis	27′x78′ single			2
	36′x78′ double	60′x120′	7,200	4
Tether Tennis	Circle 6′ in diam.	20′x20′	400	2
Volley Ball	30′x60′	50′x80′	4,000	12-16

* Most bowling greens in public recreation areas are 120′ x 120′ which provides 8 alleys. The amount of space required for a single alley would be 20′ x 120′.

people of their community only in part. Should this situation meet with the standard requirements, then the solution has been found, but if it does not then there is no escape for them in not supplementing these features with others in their own subdivision.

Playgrounds and Playing Fields

Playgrounds should be so located that they are available to young children within the radius of a quarter mile. The area selected need not necessarily be flat, but might be located on the side of a slope or in a wooded area where it is cool and shady in the summer.

The selection of a site for a playing field is, however, of more importance. Here the surface must be flat so as to permit the playing of the active team games. They should be so placed that they will serve the older boys and girls living within a radius of one-half to one mile. Where it is at all possible they should adjoin the junior or senior high schools.

Other Facilities

The sites for golf links, bridle paths, and parks offer another problem which usually lies within the realm of the landscape architect and the planning engineer. Each subdivision offers its own

problem, and the advice of highly technical planning engineers is essential. For certain types of parks, particularly the scenic type, rough or swampy lands, less saleable than the remainder of the area, may well be set aside. It is frequently found to be more profitable to the developer to set aside certain low land for park and golf purposes than it is to attempt to develop it. The cost for the installation of sewers, etc. would be out of all proportion to the cost of development.

John Nolen, well-known city planner, has laid down five principles to guide the selection of recreation areas:

(1) To acquire those easily accessible small tracts in different parts of the city which may most cheaply be adapted to serve as local playgrounds or recreation centers.

(2) To seek also some moderately large tracts, even though less accessible for the present generation, provided they are capable of conversion at relatively small cost into parks which will have the beauty of natural scenery.

(3) To acquire property for large parks in advance of general settlement of neighborhood.

(4) To select generally, though not always, lands which are not well adapted for streets and buildings.

(5) To distribute the lands over the city in such a way as to give the maximum of use to the people who will be called upon to pay for their acquisition, development, and maintenance.

Adequate provision for play and recreation is dependent in the last analysis upon city planning and regional planning, and especially in the laying out of new suburbs and new towns to meet the requirements of modern life.

Layout and Equipment of Recreation Areas

The real estate developer in laying out and equipping recreation areas in his subdivision will find it highly desirable to call for aid upon those who are experienced in such methods and who are highly trained technicians. There is plenty of evidence as to recreation areas in real estate subdivisions which have been failures and have been abandoned because real estate operators, failing to appreciate the importance of technical knowledge, have felt they had performed their duty when they bought playground apparatus from some company and set it out on any unused land.

In laying out a children's playground it is advisable to divide the playground into several sections in order to provide for various age groups and for special uses. If children of preschool age are to use the ground, a small section should be provided for them. A place may be set aside for boys and girls from five or six years of age to ten or eleven, and here most of the apparatus will be placed. Separate areas should be provided for the boys over eleven years of age and for the girls of the same age. A shaded area near the shelter is often set aside for handcraft and quiet games. Various sections may be separated by hedges, fences, trees, or paths.

It is almost universally agreed that apparatus has an important place on the playground, but there is considerable difference of opinion as to the relative merits of the various kinds of playground apparatus and many recreation workers believe only a minimum amount is necessary such as slides, swings, a sand box, low climbing apparatus, horizontal ladder, horizontal bar, giant stride, traveling rings, balance beam, and possibly seesaws. In order that playground apparatus may serve its purpose most effectively, the following factors must be given consideration—proper location, arrangement and erection, regular inspection, careful supervision, the marking off of apparatus zonings, care of ground underneath apparatus, and instruction in its correct use.

A playground should be as attractive and beautiful as possible, and it has been found that beauty on the playground minimizes disciplinary problems. Grass plots and shrubs along the borders and in corners are very desirable. Playgrounds should have some shade and trees may be planted along border fences or near the apparatus area. It should be borne in mind, however, that landscaping must not interfere with play areas. Children's gardens may be provided if sufficient space is available. If it is necessary to have a fence around the playground—and this is usually an important factor—it is well to set the fence a few feet back from the sidewalk and to plant shrubs and vines along the border outside the fence.

The playground surfacing should be as even and smooth as possible—not so hard as to injure children who may fall and not so soft that the feet of the children will leave holes in it. Grass makes the most desirable surfacing but is not practicable on intensively used play areas. Note: Detailed information on layout and equipment may be secured in *Play Areas—Their Design and Equipment* (N. R. A. $2.50) and bulletins issued by the N. R. A.

(*Continued on page* 306)

A section of the development plan, Strathmeade Corporation, Washington, D. C.

STRATHMEADE, Fairfax County, Virginia, represents an unusual layout of a golf course in a subdivision. The engineer has so woven the golf links in the development that the maximum number of homes are exposed to the park lands. Out of approximately 700 building lots, 350, or one-half, face the golf links.

According to recent studies that have been made which show that parks have a very decided effect in increasing land values, not only in their own vicinity but also over large areas, it would seem as though this developer were getting the most out of his subdivision by this method of platting.

Outstanding Recreation Developments in Subdivisions

Provision for dead end streets, safety walks and underpasses, has made Radburn known as the Town for the Motor Age.

Communities are becoming more livable and many cities are adding to their play areas through real estate planning

IN all sections of the country there are recreation areas which are practical demonstrations of what is being done by subdividers in developing the three general types suggested.

In the Large Subdivisions

Of the large subdivisions an outstanding example is Forest Hills Gardens, a subdivision in Forest Hills, New York, started by the Russell Sage Foundation in 1911. It consists of about 200 acres, 10 of which have been set aside for recreation purposes. These include parks, children's playgrounds, tennis courts and a large community house. The latter has a splendid indoor swimming pool 60′ x 25′. Membership is open to the community. The dues are fifty dollars a year for the entire family. The family is required to take out a one hundred dollar bond, which is later returned. The method of retiring the bonds is to have a public gathering once yearly and a drawing for twenty of the bonds. A year round recreation program is conducted by the Executive Secretary and his staff of workers.

Another of newly planned communities in the United States is the town of Radburn, which is rising on an area of 1,000 acres in northern New Jersey about fifteen miles from New York City. Eventually, it is believed it will shelter a population of some 25,000. This town has come into being as a place where children will be protected in their play. In Radburn, the "town for the motor age" the children may go to the school, the playground and to the store along sheltered garden paths. The planning affords entire safety for street traffic as well as extensive areas for recreation. Radburn, now in its third year of existence has proven to be a complete success.

A resident of Radburn writes: "Two years in Radburn, New Jersey, have demonstrated to our family its worth as a good town in which to live. An important factor in Radburn's success is the splendid provision of facilities and activities for well-rounded use of leisure hours. Tennis courts, swimming pools, playgrounds, club rooms and a gymnasium are available to all and are enjoyed by many. Choral groups, dramatic societies, arts and craft classes have been organized. Every man,

woman and child can follow one or many avocational pursuits. Another asset for Radburn lies in the fact that in a simple, normal, wholesome manner it affords a family an opportunity to have a place in community life."

Mariemont, a new town of Cincinnati, Ohio, planned by John Nolen and Philip Foster, is one of the most comprehensive real estate developments in the country. The general plan covers a tract of 365 acres, of which its inhabitants have the benefit of fifty acres of parks, playgrounds, village greens, and a concourse on a two mile drive. Through the generosity of Mrs. Mary M. Emery, the projector and sponsor of Mariemont, the residents enjoy all forms of recreational activities in the stadium, playgrounds and parks.

Palos Verdes Estates facing the Pacific Ocean, twenty miles south of Los Angeles, California and comprising some 16,000 acres extending twelve miles along the Pacific Ocean, is the largest single development yet undertaken in America. Six hundred acres of neighborhood parks, the entire ocean front for more than four miles, together with canyons, riding trails, golf courses and other small parks have been deeded permanently to the Community Association in which the owner of every lot has one vote. Maintenance of parks, streets and golf courses, of fire and police protection and lighting is provided by an annual tax or assessment levied by the home's association on all lots that have been subdivided and legally filed of record, including those lots owned by the project itself.

The Sleepy Hollow Manor Club in Tarrytown, New York, is located on the grounds of Sleepy Hollow Manor overlooking the Hudson River and on the shores of a private lake. The club property consisting of three acres has four tournament tennis courts, two concrete handball courts, and an expanse of lawn which provides opportunities for croquet and other lawn sports. There is a swimming pool of reinforced concrete construction, 40′ x 100′, which has a force pump filtering system. A wading pool, 12′ x 20′ for children, operates on the same filtering system. The lake covers seven acres and provides a wooded retreat in the summer. It affords a splendid opportunity for one to skate, play ice hockey, curl, and practice other sports in the winter. Membership in the club makes these privileges available to all members of the family.

Northwood Hills is the latest subdivision being developed by the Roland Park Company of Baltimore, Maryland, one of the first companies to plan fine subdivisions in the United States. Northwood Hills is to have its playground for children and playing fields for the older boys and girls. An outdoor swimming pool of concrete is planned for the future.

Nassau Shores, Long Island: a Harmon development comprising about 498 acres, has set aside 53.7 acres for recreational purposes. This area includes a nine hole golf course, club house and swimming beach. Every lot owner automatically becomes eligible for membership in the club. A small fee is charged for the recreation activities.

Charles H. Reis in describing in the *National Real Estate Journal,* February 16, 1931, his latest subdivision at Allwood, New Jersey, a $50,000,000 project, has this to say:

"Not wanting to have our residential areas about the business section, we decided to set aside approximately ten acres of ground adjoining the business section for parks, playgrounds and community buildings.

"You will notice by the sketch of the playground center that it is flanked by the business district on one side and on the other two sides by the state highway and a country road. Incidentally, you will also notice that we have set aside the very heart of our property for this community center. Our reason for doing so is, first, the attention it now attracts will bring us sales; and second, it will in the future set Allwood aside as having a most unusual town center. Every phase of sport is provided for with a regulation piece of ground for its use. You will notice the same locations may be used for different activities at various seasons of the year without in any way interfering with the physical conditions of the ground."

The large subdivisions mentioned are merely typical of many of the splendid developments such as: Mountain Brook Estates in Birmingham; Cherokee Gardens, Louisville, Kentucky; Washington Heights, Detroit, Michigan; Russell Gardens, Great Neck, New York; Mariemont, Cincinnati, Ohio; Broadmoor, Seattle, Washingtonton; St. Francis Wood, San Francisco, California; Yorkshire Village, Camden, New Jersey; Shakers Heights, Cleveland, Ohio, and a host of others reported in the chart on page 270.

In the Smaller Subdivisions

There are many examples of the smaller subdivisions which include children's playgrounds and similar facilities. A number of these incorporate the interior block playgrounds which characterize

Some of the recreation areas at Sunnyside, N. Y., are shown here. In the apartment in the background, being erected by Phipps' Homes, Inc., there will be a room set aside for play.

the third type of development found in the small multiple dwelling subdivisions.

Sunnyside is one of the small subdivisions on Long Island reached by elevated trains in fifteen minutes from the heart of New York City. It consists of medium-cost homes for people of moderate means. The area has a population of about 6,000 people. Two types of playgrounds have been set aside in this area; the interior block, and the typical city playground with its playing field, tennis courts, hand ball, volley, and basketball courts; quoit pitches; and children's playground apparatus and sand boxes. An association of property holders control and direct the recreational activities of the playground. A nominal fee of one dollar a month is charged to families living in the Sunnyside area. The playground is under the leadership of a well-trained recreation director.

The townsite of Woodmar* located on the southern edge of Hammond, Indiana, comprises some 650 acres. It has a private golf course and a park along the Little Calumet River. Certain blocks were reserved for schools and playground sites. A certain number of blocks were so planned as to contain interior playgrounds and parks. The two long parkway strips vary in width from 150 to 250 feet. At each side of the parkway strip is a narrow lane giving access to the lots lying along the park.

*Described by George F. Ingalls

The interior block playgrounds are fifty feet wide and about four hundred feet long. They are divided into two sections; one of which is enclosed by a fence and planted and to be used by small children and mothers. The other is for the older children. It was considered necessary for various reasons to place service ways or alleys inside the blocks. The smaller children's playground is fenced off from this service way which encircles it, but in the case of the larger children the plan is for them to use it as part of the play area. While it would be better to have no interior alley as far as the children are concerned, it was felt that the arrangement as described would be far superior to having the children playing or running out into the regular traffic streets. This plan is an adaptation of the idea of taking advantage of otherwise wasted land at the rear ends of blocks, and is used only where other kinds of playgrounds are not immediately accessible and where lots are small and population will be heavy.

The idea is to have the houses face inward with their service parts towards the street. These interior blocks are laid out along the parkway strips so that they would not damage the property looking across the street to the service parts of the interior blocks. They afford a safe place for the children to play.

No residential lot in Woodmar is more than 1,000 feet from a park, playground or golf course.

Southside Place, a development of E. L. Crain of Houston, Texas, has in its very core a well equipped playground, 300′ x 330′. Here is to be found apparatus for children, sand boxes, slides, swings, etc., playground ball diamonds, basket and volley ball courts, a concrete swimming pool, and a field house. The grounds have been well planted with shrubs and is a beauty spot in the community. The land has been deeded to the city and is maintained and supervised by the latter.

Mr. Crain in speaking about the work of the field secretary on service to real estate subdivisions, National Recreation Association, has written: "I commend you and your association very highly for the type of work that you are doing, and I fully realize that it will be impossible, probably for years to come, for some of our citizens to understand the benefits to be derived by an entire citizenship along this line, but in time to come, after a careful analysis, they will fully realize its many benefits."

Greenway Park is a rather unique subdivision lying on the outskirts of Dallas, Texas. It is fashioned somewhat on the plan of the Garden Homes of England. All homes in the development face on a park. Every facility is offered to the children for play, and to the adults for the more passive forms of recreation.

Monticello, a subdivision of 125 acres, situated on the outskirts of Fort Worth, has its fine park-playground of 4.5 acres. This has also been deeded to the city and is maintained and supervised by the municipality. Mr. W. C. Guthrie, the Secretary-Treasurer of the Monticello Land Company, has said: "It affords me much pleasure to call your attention to the inestimable value that the Harmon Park and Playground has been to our subdivision, Monticello. I find that aside from the civic value of this park, the values of the realty in proximity to it have been sufficiently increased to more than pay us for our donation. The character of the homes near this park alone, from our viewpoint, would justify the park."

The Edgebrook development, situated near Rockford, Illinois, comprises 256 acres, fifty-two of which are set aside for parks and a golf course. The company has an option on an adjoining area of 100 acres. The recreational program includes a swimming pool, tennis court, baseball diamonds and other facilities.

Mr. Edgar C. Allen, the president, describes the Edgebrook Golf Club as follows:

"The recreation is controlled by the Edgebrook Golf Club, a corporation not for profit, of which property owners are members. Membership is given into this club on purchase of property. The recreation feature is controlled entirely by the property owners; that is, the president, secretary and treasurer, and board of directors, are property owners, and assess their members the same as any golf club. The assessment to maintain this course, from experience, will average $30 per year per member. The assessment, of $30 of course, includes the use of the course by the families of the members and their guests without further charge. This assessment will also take care of the swimming, etc. The title to the park is in trust for the property owners, and the Edgebrook Golf Club has control of the operation of this trust. For financial reasons the Edgebrook Company carry the difference between 150 members and the present property owners. In other words, at the present there are seventy-two members in the club and the Edgebrook Company stands an assessment of the difference between 150 and seventy-two members. In this way the club is put on an operating basis. The entire cost for this recreation feature was borne by the Edgebrook Company, equipment being purchased to care for same before deeding property for the use of the lot owners. The land covered by the park averaged about $700 per acre. The cost of building the park was—the golf course $32,000 plus $3,400 sprinkling system."

258 Cities Report

The examples given are typical of recreation areas in subdivisions all over the country. The National Recreation Association has attempted to list all the subdivisions of the United States having recreation areas and to compile the information in the chart which appears on the following page. To date information has been gathered from some 258 cities that have reported 527 subdivisions as having set aside recreation areas. There are other recreation areas besides those mentioned on the chart, but it is practically impossible to uncover all of them throughout the length and breadth of the land. Of those giving complete reports, 229 with a total acreage of 173,837.95 have set aside 10,533.08 acres for recreation purposes.

Apartment House Developments

It is not only the developers of subdivisions who have been setting aside space for recreation. Recently, we have witnessed owners of large apartments giving attention to this problem. Some in the congested areas of our large cities have included children's playgrounds and facilities such as swimming

(*Continued on page* 307)

State and City	Development	Operator	Total Acreage in Development	Name of Recreation Area	Acreage Recreation Area	Taxes and Maintenance	Remarks
ALABAMA							
Birmingham	Mountain Brook Estates	Jemison & Co.	2,224		296	Jemison & Co.	
	Redmont Park						
Mobile	Wimbledon	Wimbledon Park Land Co.	405	Country Club and Bit and Spur Club		Country Club and Bit and Spur Club	
ARIZONA							
Tucson	Colonia-Solana Estates	Country Club Realty Co.	160	Arroya Chico	12	3 years by Country Club Realty Co.	Donated to city
CALIFORNIA							
Berkeley	Berkely View Terrace	Wickham Haven, Inc.	140		1	Wickham Haven, Inc.	
Fontana	Fontana Farms	Fontana Farms Co.	18,000		48	Fontana Farms Co.	
Los Angeles	Palos Verdes Estates	Palos Verdes Homes Ass'n.	3,200		800	Palos Verdes Homes Ass'n.	
	Leimert Park	Walter H. Leimert Co.	236	Leimert Plaza		Homes Association	
	Terrace Park	Walter H. Leimert Co.	1,400			Community Association	
Oakland	Forest Park	Wickham Havens, Inc.	760		6	Wickham Havens, Inc.	
San Francisco	St. Francis Wood	Mason-McDuffie	125		12	St. Francis Wood Homes Ass'n.	Maintained by property owners at .005 sq. ft.
Santa Barbara	San Roque' Park	San Roque Investment Co.	120	San Roque Park	8	San Rogue' Inv. Co.	
CONNECTICUT							
Stamford		A. Harry Abbott	1,000				
DISTRICT OF COLUMBIA							
	Kenwood	Kennedy Chamberlin Dev. Co.	200		52	Kennedy Chamberlin Dev. Co.	
	Rock Creek Park Estates	Edson W. Briggs Co.	115		15		
	Spring Valley	W. C. and A. M. Miller	275			W. C. and A. M. Miller	
FLORIDA							
Hollywood	Hollywood by the Sea	Hollywood Land & Water Co.	25,000		305	City	
Miami	Sunkist Grove		200		10	City	
	Coral Gables	Geo. S. Merrick Co.	7,799		109	City	
Orlando	Orwin Manor	Walter Rose Dev. Co.	350		10	Walter Rose Dev. Co.	
GEORGIA							
Atlanta	Druid Hills	C. H. Candler Realty Co.	1,600	Druid Hills	125		Within city limits maintained by city outside city limits private
	Avondale Estates	G. F. Willis	250	Avondale Estates	30		
	Garden Hills	Haas & Howell	155	Sunnybrook Parks	5		
	Lenox Hills	Herbert Kaiser	160	Lenox Hills	10-15	Herbert Kaiser	
	Haynes Manor	Eugene Haynes	200		36	City	
Augusta	Forest Hills	Blanchard & Calhoun	1,000	Forest Hills	180		
ILLINOIS							
Chicago	Prospect Park Country Club	Lonnquist Co.	295		154	Lonnquist Co.	Offered to city when completed
Midlothian	Midlothian Highlands	John P. Robertson Co., Chicago	160		5	Town	
Rockford	Rolling Green Subdivision	Carl O. Johnson & Co., Inc.	157	Harmon Field	6.4	City	Donated 1928
INDIANA							
Anderson	Edgewood	Wade Donnelly	260		58		Now being deeded to Village
Fort Wayne	Forest Park and Forest Hill	Louis F. Curdes	200		12	City	
	Indian Village	City & Suburban Bldg. Co.	160	Indian Village Park and Playground	10	City	
Hammond	Turner Meyn Park	Gostlin Meyn & Weiss	132		7	City	
Indianapolis	Brendonwood	Charles S. Lewis	350	Brendonwood	100	Brendonwood Common	
South Bend	Coquillard Woods	Coquillard Land Co.	720	Coquillard Golf Club and Playgrounds	150	Coquillard Land Co.	
Valparaiso	Forest Park	Schleman-Morton Co., Inc.	151	Forest Park Golf Course	43	Schleman-Morton Co., Inc.	

State and City	Development	Operator	Total Acreage in Development	Name of Recreation Area	Acreage Recreation Area	Taxes and Maintenance	Remarks
KANSAS							
Topeka	Westboro	Veale-Linscott Co.	160	Lakeside Westboro Parks	10	City	
LOUISIANA							
Baton Rouge	Southdowns	A. D. St. Amant	278		21	Southdowns	Outside city limits
Monroe	Cotton Mill Park	Guy P. Stutts	200		4	City	
Shreveport	Broadmore & South Highlands	A. C. Steere Co., Inc.	1,400		245	City	
St. Charles	Lakeland Gardens	Gelpi & Jarreau	1,200		70	Parish	
MARYLAND							
Annapolis	Annapolis Roads	Munsey Trust Co., Wash, D. C	341		160	Golf Club and Beach Club	Rec. area leased at $10 per year for 28 years
	Sherwood Forest	Sherwood Forest Co.	850		450	Sherwood Forest Co.	
	Bay Ridge	Bay Ridge Realty Co.	400		50	Bay Ridge Realty Co.	
Arnold	The Pines on Severn	The Pines Co., Inc.	150		15		Partly deeded to the Pines Community Improvement Ass'n.
Baltimore	Roland Park	Roland Park Co.	596	University Parkway			
	Guilford	Roland Park Co.	335				
	Homeland	Roland Park Co.	390				
	Northwood	Roland Park Co.	165		2.5	Roland Park Co.	
MASSACHUSETTS							
Salem	Pickman Park	Loring Realty Co.	350	Pickman Park Playground	3	City	
Springfield	Edgemont Estates	David Allen Reed	140	Edgemont	16	Edgemont Estates	
Wohurn	Babylon Hill	Mrs. M. H. Cummings	200			City	Gift to Boston, Mass.
MICHIGAN							
Detroit	Glenoaks Subdivision	Great Lakes Land Co., Inc.	201	Harmon Oaklands Playfield	5	City	Donated 1928
	Washington Heights	J. Lee Baker Co.	640		213		
Flint	Dixieland	Modern Housing Corp.	120		10	City	
	Fornamwood	Modern Housing Corp.	380		18	City	To he developed jointly by School and Park Board
	The Highlands	Modern Housing Corp.	1,000		85	City	
Grand Rapids	"Cascadia"	Kinsey & Buys	750		185		
Muskegon	Roosevelt Park		300		12	Property Owners	Ultimately to be offered to city for permanent operation
Owosso	Green Meadows	Laura Patridge	162	Harmon Field	11	City	Donated 1928
Saginaw	Golfside		120		3		Eventually to he deeded to city
MISSOURI							
Kansas City	Country Club District	J. C. Nichols Inv. Co.	4,000	Ward Parkway	90	City	
	Mission Hills	J. C. Nichols Inv. Co.	250	Mission Hills	10	Homes Ass'n. Dev. Co. and Individuals owning ahutting lots	
NEW JERSEY							
Allwood	Allwood	Chas. H. Reis, Inc.	500	Allwood Playground	18	Charles H. Reis, Inc.	
Budd Lake	Country Club Estates	John F. O'Brien	400	Country Club Estates	40	Property owners	
Eatontown	Suneagles Estates	Voight and Bryce (Newark)	1,000		200		
Trenton	Colonial Lakeland	Colonial Land Co.	105		18		
NEW YORK							
Amityville	Nassau Shores	Harmon National R. E. Corp.	498		53.78		Community Beach donated to town
	Amity Harhor	George J. Brown Organization	600		82		
Bayshore	Brightwaters	T. B. and H. W. Acherson	150		22		
Buffalo	Lang Field	J. C. Gangnagel	204		3.5	Lang Field, Inc.	
	Curtis Park	Curtis Park Corp.	200 app.	Curtis Park	30	Town of Tonawanda	
	Audubon Village	Howard F. Burkhardt	943		250		

State and City	Development	Operator	Total Acreage in Development	Name of Recreation Area	Acreage Recreation Area	Taxes and Maintenance	Remarks
NEW YORK (Cont.)							
	Pinehurst	Harrison Real Estate Corp.	200		101		
Copiague	Hawkins Estates	Louis C. Gosdorfer	212		5		
Forest Hills	Forest Hills Gardens	Russell Sage Foundation	200		10		
Great Neck	Russell Gardens	Long Island Realty Investment Corp.	112.5		14	Long Island Realty Investment Corp.	
Islip	Bayberry Point	Horace Havemeyer	156		35		
Munsey Park	Munsey Park	Munsey Park, Inc.	320	Munsey Park	Pending	Village	
New York City	Orchard Hill	Harmon National R. E. Corp.	130		1.95	Harmon National R. E. Corp.	
North Tarrytown	Sleepy Hollow Manor	Sleepy Hollow Manor, Inc.	107	Sleepy Hollow Manor Club	{ 3.5 Lake 7	Sleepy Hollow Manor Club	Recreation area deeded to members of club
Queensboro	Jackson Heights	Queensboro Corp.	350		35	Queensboro Investing Co.	
Staten Island	Hoguenot Heights and Station Park Addition	Harmon National R. E. Corp.	262	Community Playground	3.972	Harmon National R. E. Corp.	
	Little Farms of Princess Bay	Harmon National R. E. Corp.	174	Princess Bay Country Club	.574	Princess Bay Country Club	
	Little Farms at Annadale	Harmon National R. E. Corp.	180	Annadale Country Club	.551	Annadale Country Club	
	Richmond Shores	Harmon National R. E. Corp.	222		3.38	Harmon National R. E. Corp.	
Syracuse	Bradford Park	Hill and Co., Inc.	200		12		
NORTH CAROLINA							
Greensboro	Latham Park	J. E. Latham Co.	225		72		
	Irving Park	Irving Park Co.	400		120		
	Sunset Hills Addition	A. K. Moore Realty Co.	200		11	City	
	Friendly Road Project	Robins and Weil	150		30		
	Garland Daniels Development Project	A. M. Scales	205		65		
	Hamilton Lakes Addition		1,550		400		
	Kirkwood Addition	Matheson-Wills Co.	119		8		
	Nocha Park	Matheson-Wills Co.	350	(colored)	20	City	
	Sedgfield	Southern R. E. Co.	3,600		250	Country Club and Sedgfield, Inc.	
	J. Van Lindley Est.		800		140		
		Cone Manufacturing Co.	320		40	Cone Manufacturing Co.	
Pinehurst	Pinehurst	Pinehurst, Inc.	5,000		50	Pinehurst, Inc.	
Raleigh	Hayes-Barton Subdivision		130		16	City	
Salisbury	Milford Hills	Ross M. Sigmon	1,320	Milford Hills	30	Ross M. Sigmon	
OHIO							
Cincinnati	Mariemont	Mariemont Co.	420		51	Title vested in Town	
Cleveland	Lake Forest	S. H. Kleinman Realty Co.	1,000		400		
	Lake Shores Blvd. Estates Nos. 1 and 2	Elworthy-Helwick Co.	281			Elworthy-Helwick Co.	Est. No. 1 Assessment perpetual, to be deeded to an association of Est. owners. Est. No. 2 for 20 years
Fairview Village	Fairview Village	The Maerklc - White - Huxtable, Auble Co., Cleveland	200	Fairview Park	36	City	
Marion		R. T. Lewis Co.	172		5	R. T. Lewis Co.	
Springfield	Ridgewood	The Kissell Companies	162			City	
Younstown	Forest Glen Est.	Louis S. Kreider	500	Mill Creek Park			
	Wickliffe	Realty Security Co.	750		27.65	Realty Security Co.	Offered to city—pending
	Crandall Park	Realty Guarantee and Trust Co.	400	Crandall Park	41	City	
OKLAHOMA							
Oklahoma City	Nichols Hills	A. G. Nichols, Inc.	2,780	Nichols Hills	295	City of Nichols Hills	
Tulsa	Mingo Heights	Cyrus Avery & Son	300	Mingo Heights	10	City	
	Lakewood Park	Cyrus Avery & Son	160	Lakewood Park	23	City	
PENNSYLVANIA							
Harrisburg	Bellevue Park	Union R. E. Inv. Co.	130		6		
Scranton		Mr. Abbott	1,500				

State and City	Development	Operator	Total Acreage in Development	Name of Recreation Area	Acreage Recreation Area	Taxes and Maintenance	Remarks
TENNESSEE							
Elizabethton		Benberg Corp.	450		30	American Benberg and American Glanzstaff Corp.	
Knoxville	Sequoyah Hills	Sequayah Hills Co.	400	Cherokee Blvd. Park	12	Sequayah Hills Co. maintains	Deeded to city, tax exempt
Memphis	Red Acres	H. W. Brennan	256	Galloway Park	115	Park Commission	
	South Memphis Land Co.	B. L. Mallory	5,000		165		
Nashville	Jackson Park	T. W. Crutcher	118	Jackson Park	2		
TEXAS							
Austin	Westfield-Enfield	Enfield Realty Co.	300	Westfield	12	Property owners	
	Travis Heights	Enfield Realty Co.	234	Travis Heights	11	City	
	Hyde Park	E. H. Perry Sons	320	Hyde Park	2.4	City	
Dallas	Greenway Park	J. W. Lindsley & Co.	292	Greenway Park Playground	78	Greenway Park Co.	
El Paso	Alhambra Heights Addition		640		60	City	
	Highland Park Addition		460	New Park	2.4	City	
	Kern Place Addition	P. E. Kern	640		50	City	
Fort Worth	"Monticello"	Monticello Land Co.	125	Monticello-Harmon Field	4.5	City	Donated 1928
Houston	Riverside Terrace	Guardian Trust Co.	250	Riverside Terrace	15	Property owners	
	Houston Heights	Carroll M. Carter	1,765	Playground	7	City	
	River Oaks	River Oaks Corporation	352	River Oaks Country Club	186	River Oaks Corp.	Offered to city
		Fantham and Fantham	715		150		
	Southside Place	Crain Ready-Cut House Co.	108		2.27	Crain Ready-Cut House Co.	
San Antonio	Scenic Loop	Raqua and Hillebrand	320	Scenic Loop	32	Property holders	
	Mayfield Park	Thurman Barrett	4,000	Mayfield Park	80	City	
VIRGINIA							
Norfolk	Lakewood	Coburn-Hardy Realty Corp.	220	Lakewood Golf Course	80	Coburn Hardy Realty Corp.	
North Clarendon	Lyon Village	Lyon & Fitch, Inc.	165		13	Lyon & Fitch, Inc.	
Portsmouth		Port Norfolk Land Co.	600		5	City	
WASHINGTON							
Longview	Longview	The Longview Co.	14,414		1,166		
Seattle	Lakeridge	E. S. Goodwin Co.	595		160		Recreation area tendered to city
	Broadmoor	Puget Mill Co.	216	Broadmoor Golf Course	124	Club members	
WEST VIRGINIA							
Morgantown	Suncrest Park Subdivision	Suncrest Homes Co.	106	Harmon Field	4.5	City	Donated 1928
WISCONSIN							
Racine	Jerome Park	Arthur Ehrlich	114	Case-Harmon Field	6.25	City	Donated 1928 by Henrietta C. Fuller, Jessie C. Wallis and Amanda C. Crooks

State and City	Development	Operator	Total Acreage in Development	Name of Recreation Area	Acreage Recreation Area	Taxes and Maintenance	Remarks
CALIFORNIA							
Laguna Beach		Laguna Realty Co.	80		25		
DISTRICT OF COLUMBIA	Wesley Hills	W. C. and A. M. Miller	100		50	W. C. and A. M. Miller	
FLORIDA							
Miami	Bryan Park	J. and E. Holding Co.	60		2	City	
GOERGIA							
Atlanta	Brookwood Hills	Arthur Burdett	100	Brookwood Hills	10	Arthur Burdett	Plan to turn over to property holders
	Country Club Estates	Hass and Howell	100	Country Club Estates	3.15		
ILLINOIS							
Chicago	New Roseland	Harmon National Realty Trust	100	Community Recreation Center	3.397	Harmon National Realty Trust	
Monmouth	Siphers Addition	J. D. Diffenbaugh	92	Diffenbaugh-Harmon Field	2	City	Donated 1928
INDIANA							
Anderson	Grand View Terrace	H. A. Smith	80	Smith-Harmon Field	3	City	Donated 1928
Fort Wayne	Wildwood Park	Lee J. Ninde	95	Wildwood Park	3	City	
	Lafayette Place	Lee J. Ninde	75	Lafayette Esplanard and McKinnie Parks	7.5	City	
	Pontiac Place Addition	W. E. Doud	95	Pontiac Place Park	2.5	City	
South Bend	Sunnymede	Whitcomb and Keller	100		2.5	Company pays taxes. Home owners maintain and operate	Title held by development company. If residents ass'n. fail to assume control, rec. areas to be deeded to city
KENTUCKY							
Louisville	Cherokee Gardens	Hieatt Bros.	100		4.5	Developers for 5 years	
LOUISIANA							
New Orleans	Florence Park	Elias Pailet	72.7	Behrman Memorial Playground and Recreation Center	6 3	City City	
MASSACHUSETTS							
Brockton	Parkwood Beach	Henry A. Brown Corp.	100		10	Parkwood Beach Improvement Ass'n.	Title play space vested trustees nominated by lot owners
Lexington	Fair Oaks	Neil McIntosh, Boston	70				
MICHIGAN							
Battle Creek	West Lawn Subdivision	Walter Betterly	55	Harmon Field	3	City	Donated 1928
Flint	Glendale	Modern Housing Corp.	100		11	City	
Grand Rapids	"Sun Set Hills"	Sunset Hills Development Co.	100	Harmon Field	4.93	City	Donated 1928
MISSISSIPPI							
Jackson	Hawthorne Hills	Harry Hulen	100		24		Offered to city
NEVADA							
Reno	Manor Park	W. E. Barnard	65	Manor Park	5	City	
NEW JERSEY							
Chatham	Chatham Manor	Harmon National R. E. Corp.	99		1.91	City	
Milford	"Nigger Pond"	Wm. T. Hoyt	100		10		
Radburn	"Radburn"	City Housing Corp.	100		13	The Radburn Corp.	
Trenton	Colonial Lakeland	Colonial Land Co.	95		15		
West Orange	Late Vincent Estate		100		1	City	Donated to School Board in 1928
Westwood	Enwood Subdivision	Boundary Realty Co., Inc.	60		1	City	Donated 1928

State and City	Development	Operator	Total Acreage in Development	Name of Recreation Area	Acreage Recreation Area	Taxes and Maintenance	Remarks
NEW YORK							
Glen Falls	Broadacres	Broadacre Corp.	80		5	Broadacre Corp.	If city line is extended, rec. area will be deeded to city
Huntington	Huntington Park	Huntington Park, Inc.	69	South Huntington Park	4	Town	
Long Island City	Sunnyside Gardens	City Housing Corp.	70		3	Community Ass'n. Membership fees	Title vested in N. Y. Com. trust
New York City	Bronx Hills	Harmon National R. E. Corp.	57		1.84	Harmon National R. E. Corp.	
	Kings Club	Harmon National R. E. Corp.	85		2.25	Harmon National R. E. Corp.	Title play are vested in organization property owners
	Canarsie Gardens	Harmon National R. E. Corp.	55		5	Harmon National R. E. Corp.	
Scarsdale	Cotswold	Johnson Properties Corp.	70		1		
Syracuse	Sunstruck Hill Park	F. J. Shaughnessy	59.81		4	City	
Utica	Oxford Hughs	Hugh R. Jones Co., Inc.	52		6	Hugh R. Jones Co., Inc.	
NORTH CAROLINA							
Greensboro	Lindley Park	Paul E. Lindley R. E. & Trust Co.	65		12	City	
	Fisher Park Addition		80		25		
	Clinton Hills	Mathewson Wills R. E. Co.	75		8	City	
Raleigh	Barnes Subdivision		84		2	City	
	Cameron Park Subdivision		100		7	City	
	Boylan Heights Subdivision		75		6.5	City	
	Fairmont		75		3	City	
OHIO							
Akron	Brooke Pointe Residential Park	C. A. Stroble	96		21	Lot owners	
Toledo	Mt. Vernon	George B. Ricaby Co.	100	Washington Park	18	Mt. Vernon Realty Co.	
PENNSYLVANIA							
Altoona	Ruskin Ridge	Baker Estates	75	Highland Park	2	City	
Erie	Highland Park Addition	Drown-Russell Co.	70		1.93		
SOUTH CAROLINA							
Florence	Maple Park		70		4	Park Commission	
TENNESSEE							
Chattanooga	Shepherd Hills	Paul W. Shepherd	100	Shepherd Hills	4	Property owners	
Knoxville	Talohi	The Alex McMillan Co.	100		11	The Alex. McMillan Co.	
TEXAS							
Coleman	Stobaugh	J. A. Stobaugh	61	Harmon Field	3.5	City	Donated 1928
El Paso	Mundy Heights Addition		96	Mundy Park	1.5	City	
Houston	Broadmoor	Embry and Gillette	100	Playground	.75	Embry and Gillette	
	Idylwood	Embry and Gillette	90	Playground	3	City	
	East Norhill	Varner Realty Co.	56.59	Proctor Plaza	2.3	City	
	North Norhill	Varner Realty Co.	95.58	Playground	1.6	City	
	Norhill Addition	Varner Realty Co.	84.48	Playground	1.06	City	
San Antonio	Woodlawn	L. E. Fite	100	Woodlawn Park	10	Property holders	
VIRGINIA							
Arlington Co.	Lyon Park	Lyon & Fitch, Inc.	100		2	Lyon & Fitch, Inc.	
WEST VIRGINIA							
Fairmont	Oakwood	Pleasant Acres Realty Co.	70		10	Pleasant Acres Realty Co.	

25-50 ACRES

State and City	Development	Operator	Total Acreage in Development	Name of Recreation Area	Acreage Recreation Area	Taxes and Maintenance	Remarks
DISTRICT OF COLUMBIA							
	Westchester Terrace	Cafritz Company	28		1	Cafritz Co.	
CALIFORNIA							
Los Angeles	Rainbow Crest	Carlin G. Smith	40	Carlin G. Smith Playground	4	City	
CONNECTICUT							
Stamford	Hycliff	Stamford Development Co.	33		2	Hycliff Club, Inc.	
FLORIDA							
Orlando	Oakhurst	Cooper-Atha and Barr	50	Community Center	1	Tax free	
INDIANA							
Mishawaka	Liberty Park	Mason L. Petro	45		6		
IOWA							
Davenport	Stacy Heights	Charles Wolfe	30	Wolfe Park	3		
Des Moines	Maryland Park	First Mortgage Corp. of Iowa	40		1.5	Locally maintained, no taxes	City will not accept deed
KANSAS							
Dodge City	"Russell Heights Addition"	A. Russell	40	Russell Park	3	City	
Hutchinson	Hyde Park	The McNaghten Inv. Co.	30		4	City	
MASSACHUSETTS							
Springfield	Ven-Ture Park	Edw. F. Seyler	50	Ven-Ture Lake Park	10 +	City	
MICHIGAN							
Flint	Woodside	Modern Housing Corp.	35		11	City	
MISSISSIPPI							
Biloxi	Bay Terrace	Riviera Development Co.	40		1.2	City	Don. 1928 to be used forever as public playground
Hattiesburg	Monte Vista	Smith and Boykin	34		3		Outside city limits
MISSOURI							
Kansas City	Crestwood	J. C. Nichols Inv. Co.	50	Happy Woods	4	Homes Ass'n. Dev. Co. and Individuals owning abutting lots	
NEW YORK							
Staten Island	Elting Gardens	Harmon National R. E. Corp.	50		2.52	Harmon National R. E. Corp.	
Syracuse	Orvilton Park	R. E. Porter Co.	50				
NORTH CAROLINA							
Greensboro	Yoquina Park	Ross and Leftwich	30		3		
	Fairfield	Henry V. Koontz	50		3		
OHIO							
Hamilton	Lawn Park Subdivision	Marc. E. Welliver	40	Lawn Park	2.5	City	
Lorain	Broadway Heights	The Estates Realty Co.	30	Harmon-Bracken Field	1.25	City	Donated 1928
PENNSYLVANIA							
Altoona	Locust Hills	Baker Estates	50		3	City	
	Alleghany Furnace	Baker Estates	50	Mansion Park		City	
Conshohocken	"Conshohocken"	Conshohocken Realty Corp.	45	Harmon Field	2.3	City	Donated 1928
Lansdowne	Gladstone Manor	W. Percival Johnson	26		1	City	About 1 acre rec. area deeded to city
TEXAS							
Austin	Present	W. L. Stark	50	Harmon Field	6.98	City	Donated 1929
Waco	Karem Park	Karem Temple	35	Karem Park	4	Karem Temple	Masonic Order
VIRGINIA							
Norfolk	Ocean View Golf Course	City of Norfolk	50	Pinewell	30	City	
WEST VIRGINIA							
Bluefield	Montvale	Montvale Addition, Inc.	50		3	City	
NEW JERSEY							
Madison	Knollwood	Harmon National R. E. Corp.	42		2.02	Harmon National R. E. Corp.	

10-25 ACRES

State and City	Development	Operator	Total Acreage in Development	Name of Recreation Area	Acreage Recreation Area	Taxes and Maintenance	Remarks
CONNECTICUT							
Bridgeport	Crane	Bridgeport Housing Co.	24			Bridgeport Housing Co.	
	Mill Green	Bridgeport Housing Co.	20.23			Bridgeport Housing Co.	
FLORIDA							
Lake Wales			20				
Ocala	Idylweir	Chase-Gary Realty Co.	25	Idylweir Park	1.5	City	
ILLINOIS							
Chicago	Indian Boundary Park	Gubbins-McDonnell and Bleitz	15		.5	Property owners in district	Title rec. area vested in Ridge Av. Park District
NEW YORK							
Buffalo	New Amsterdam Park	R. W. Goode & Co.	18.5		2.5	R. W. Goode Co.	Lot owners pay dues
Niagara Falls	De Veaux Terrace	M. M. Oppenheim	20		1	City	
NORTH CAROLINA							
Greensboro	Douglas Park	Southern Real Estate Co.	25		3	City	
	College Park	First Realty and Land Co.	20		2		

LESS THAN 10 ACRES

State and City	Development	Operator	Total Acreage in Development	Name of Recreation Area	Acreage Recreation Area	Taxes and Maintenance	Remarks
CONNECTICUT							
Bridgeport	Black Rock Tract	Bridgeport Housing Co.	6.66			Bridgeport Housing Co.	
	Connecticut Av.	Bridgeport Housing Co.	3.20			Bridgeport Housing Co.	
	Grasmere	Bridgeport Housing Co.	9.77			Bridgeport Housing Co.	
	Cemetery Site	Bridgeport Housing Co.	8.69			Bridgeport Housing Co.	
New Haven	Wells Park	Everett C. Wells	6				
	Wells Hilltop Park	Everett C. Wells	2.25				
MINNESOTA							
South St. Paul	Mathew Farm	George F. Kramer	4	Harmon Field	3.5	City	Donated 1928
NEW JERSEY							
Bayonne	Bayonne Apartments	Bayonne Housing Corp.	.176		.026	Bayonne Housing Corp.	
NEW YORK							
New York City	Tudor City	Fred F. French Co.	5.9		1.5		
	Garden Tenements	Empire Mortgage Co.	.3		.025		Title vested Empire Mortgage Co.
	John Jay Apartments	Open Stair Dwelling Co.	.79		.10	Open Stair Dwelling Co.	
	Harlem	Open Stair Dwelling Co.	.73		.23		Leased city $1.00 per year plus taxes
	La Mesa Verde	Open Stair Dwelling Co.	2.90		.96	Open Stair Dwelling Co.	
Rensallear	Eastland Park	Eastland Park Co.	3				
Sunnyside		Phipps Houses	3	Interior Garden	1.36		
PENNSYLVANIA							
York	Yorkshire	Mahlon N. Haines	2	Yorkshire Community Center	1	Mahlon N. Haines	Loaned to city

Since the completion of the chart additional information has come to us regarding the following subdivisions:

Name	Address	Acreage in Development	Acreage in Recreation Area
Hassayampa Mt. Club	Prescott, Ariz.	809	200
Frazier Mt. Park and Fishery Company	Frazier Park, Cal.	800	100
Leimert Park	Los Angeles, Cal.		4
Rockledge Park	Riverside, Cal.	10	
Sylvan Shores	Mt. Dora, Fla.	190	7
Golfview	Orlando, Fla.	300	60
Cherokee Heights	Waycross, Ga.	200	5
Marshall Field Garden Apartment Homes	Chicago, Ill.	5.657	
Ridgeland	Chicago, Ill.	50	1
Central Park	Streator, Ill.	20	1
Meadowbrook	Anderson, Ind.	148.25	.5
Hart Place	Evansville, Ind.	55	
Michiana Shores	Michigan City, Ind.	480	130
Earl Homestead	Michigan City, Ind.	105	
Cushman Acres	Michigan City, Ind.	170	120
Ridgedale	South Bend, Ind.	112	3.54
Lakeland Gardens	New Orleans, La.	1000	65
Elmwood	New Orleans, La.	500	110
Werner Park	Shreveport, La.	124	1.73
Guilford	Baltimore, Md.		5
Arundel-on-the-Bay	Annapolis, Md.	273	12
Priscilla Beach	Plymouth, Mass.	90	5
Atwater Park	Springfield, Mass.		70
Upper Arlington	Columbus, Ohio	1000	12
Spring Valley	Washington, D. C.		160

Summary of the Charts

10 subdivisions totaling	25.44 acres have set aside	9.19 acres for recreation
8 " "	153.50 " " " "	13.50 " " "
28 " "	1,143. " " " "	120.27 " " "
61 " "	5,085.16 " " " "	435.55 " " "
147 " "	174,037.50 " " " "	10,964.82 " " "
	180,444.60	11,543.33

Of 254 subdivisions showing complete records and which total 180,444.60 acres, 11,543.33 acres have been set aside for recreation, or slightly over 6 per cent.

10 subdivisions of	less than 10 acres	averages	31.6%
8 " "	10-25	"	8.4%
28 " "	25-50	"	10.4%
61 " "	50-100	"	8.5%
147 " "	100 acres and more	"	6.2%

A study of 270 subdivisions shows the following in so far as taxes and maintenance are concerned:

134 recreation areas	have been donated outright to the city
72 " "	are maintained by real estate companies
43 " "	are maintained by property holders
13 " "	it is proposed to donate to the city
8 " "	are held in trust

Control and Financing of Recreation Areas in Subdivisions

THE prevailing tendency of real estate subdividers who have set aside recreation areas in subdivisions that are within the city limits is to turn them over to the city government, through the Park Board or other department, for control and maintenance. It relieves them of the necessity for continued care and assures supervision of the area, and does away with the paying of taxes on the recreation area, either by the company or the home owners.

An alternative tried by some companies has been the vesting of the title to the recreation areas in an association of home owners. A levy is made on the home owners for the purpose of developing and maintaining the areas. Sometimes this cost is met by membership fees or special assessments. Eventually the home owners' association may turn the property over to the city, if they so desire.

If land is to be held permanently for recreation purposes, the problem of control must be carefully considered

A few real estate companies have retained the title to the recreation areas temporarily, intending later to deed the spaces to the city or to the property owners. This has been true especially when subdivisions lie outside the city boundaries and the playground gift cannot yet be legally accepted by the city. To insure that the space set aside shall be devoted to recreation, most companies have specifically dedicated the land in perpetuity for recreation purposes. In only a few instances have promoters used recreation space as a bait to lure buyers and later have cut up that space and sold it off into lots.

The question of deeding the land in such a way that it

A swimming pool is provided in South Side Place, the development of the Crain Ready Cut House Company, Houston, Texas.

will be held permanently for recreation purposes is an important one. Mr. Edward M. Bassett, in charge of the Legal Division, Regional Plan of New York and Its Environs, has called attention to the difference there is in our American cities between playgrounds which are part of park systems and playgrounds which are under the board of education. Land acquired by park departments for park, playground and recreation purposes is so dedicated when acquired that such land cannot be alienated in a large number of cities except by special acts of the state legislatures. Land acquired by school boards for new school buildings is not ordinarily permanently dedicated, and there is nothing to prevent school boards from building on spaces originally intended for play and recreation purposes or from selling the areas. In dedicating land to the municipality it is important for subdividers to keep in mind any legal restrictions involved.

Municipalities sometimes hesitate to accept raw recreation space, especially when there are few tax payers in the neighborhood. They are not so reluctant to accept it once it has been developed and beautified. This was demonstrated in a number of instances of real estate developers who had received the Harmon Award in 1928. The subdivider in this instance gave the land, and the Harmon Foundation made the money award to develop and beautify the playground.

Experience has shown that it pays subdividers to develop and beautify the land themselves if they are unable to persuade the city to accept it in the raw state. It is, of course, implied that the recreation area is the kind of gift which places no excessive burden on the taxpayers and is really needed.

Recreation workers and officials are naturally eager to see recreation areas increased and their cooperation should always be secured. They may often be in a position to help if difficulties should arise in getting the municipality to accept gifts of land for recreation purposes.

The Los Angeles Playground and Recreation Department passed the following resolution urging all owners of new subdivisions to set aside areas for playgrounds in tracts being placed on the market to obviate the costly condemnation proceedings for such grounds in the future.

In many real estate properties set aside for popular use there are wooded areas such as this in Wilmington, Del.

Courtesy Harmon National Real Estate Corporation

A delightful cottage for golfers at the Nassau Shores, New York, development.

"Whereas, public playgrounds equipped for the play of children and made attractive as a community gathering place for people of all ages have come to be recognized as a vital necessity in every residential district in urban communities, and

"Whereas, suitable areas for playground purposes should be set aside in every residential tract, when the same is laid out, in the same manner as land for streets and easements for public utilities is provided when residential tracts are subdivided, thus making expensive condemnation therefor unnecessary at a later date, and

"Whereas, experience has shown that public playgrounds properly improved and operated enhance the value of surrounding property in residential subdivisions, and render the tract more desirable as a place of residence,

"Now, therefore, be it resolved that the Board of Playground and Recreation Commissioners of the City of Los Angeles urge subdividers of residential tracts to set aside in the original subdivision maps, such areas as will be suitable to serve play and recreation needs of the future residents of such tracts."

Dues and Assessments

There are varying plans in use regarding the assessment of property owners and the membership fees charged. A few examples follow which are typical of the methods in operation throughout the country.

Nassau Shore, Long Island, N. Y.

Purchasers of lots, on signing of contract are entitled to membership in the Nassau Shore's Country Club and are entitled to the use of the golf course and other facilities of the club, subject to the rules, regulations and green fees established by the club. A season golf pass costs $20.00; a locker, $5.00; season tennis privileges, $2.00.

The recreation area is being maintained and operated by the Harmon National Real Estate Corporation until such time as it may be taken over by the organization representing the lot owners.

Kings Club District, Long Island, N. Y.

Membership is open to persons who are property holders in the Kings Club District as evidenced by the map of the Wm. E. Harmon Company. The initiation fee is $15.00 per membership. The Board of Directors may at any time waive the initiation fee for a period not exceeding six months. Dues for membership are $12.00 per year, payable semi-annually.

The Company leases the property to the Kings Community Club, Inc. for one $1.00 per year.

Sunnyside, Long Island, N. Y.

All residents residing in the Sunnyside area are entitled to use the recreational facilities. The dues for those availing themselves of the privileges are $12.00 per year payable monthly, quarterly or annually. The City Housing Corporation has appointed a committee of five persons to act as trustees; two represent the City Housing Corporation; two represent the property owners, and one without affiliation. Said Committee to supervise and control the layout, upkeep and use of said permanent park, etc.

Sleepy Hollow Manor Club, North Tarrytown, N. Y.

The present membership fee is $150.00 which entitles the holder and his entire family to the use of the Club's facilities. The fee also covers

the cost of one membership stock certificate which participates in the ownership of the property. Of the fee, $100.00 is applied against the retirement of stock in the hands of Sleepy Hollow Manor, Inc. and $50.00 is applied against the reduction of the mortgage. Dues for the year are $100.00. This includes membership for the entire family.

Russell Gardens, Great Neck, L. I.

An assessment is levied for maintenance of the recreation area up to five mills per square foot of area. This assessment is against all property in the development whether owned by Russell Gardens or others. The park space will ultimately be deeded to the Russell Gardens Association comprising owners of property in Russell Gardens, and this Association will pay the taxes and maintain the property.

New Amsterdam Park and Playgrounds, R. W. Goode and Co., Buffalo, N. Y.

The parent company has turned the recreation area over to a membership corporation which issues one certificate of membership with each lot to the original purchasers. The lot owner pays dues of approximately $50.00 a year, which amply provides for the maintenance of the property.

Homeland, Roland Park Company, Baltimore, Md.

Property holders are assessed and taxed for park maintenance.

Broadmoor, Seattle, Washington

A corporation has been formed the name of which is the Broadmoor Golf Club. The capital stock, it is stated, shall be $4,000, divided into 400 shares of par value of $10.00. The purposes for which this corporation is formed shall be the establishment and maintenance of a golf club for the purpose of promoting social relations among its members, and to facilitate and encourage the game of golf and all other open-air sports, etc.

Forest Hills Garden, Forest Hills, New York

All private parks are maintained by an annual charge or assessment of seven and one half mills ($.0075) per square foot of area, to be paid by owners of such undivided interest in proportion to their interests to the Homes Company.

Membership in the Community House is open to all. Each member is required to take out a bond of $100.00, which sum is returned at a public drawing by lot. The dues are $50.00 per year and include privileges for the entire family.

St. Francis Wood, San Francisco, California

The group of property owners have banded themselves together forming the St. Francis Homes Association. The latter pays all taxes and assessments levied by the authorities upon the parks and playgrounds.

Palos Verdes Estates, Los Angeles County, Calif.

The Palos Verdes Home Association has been incorporated. It is a permanent association of property owners to maintain the plantings, parks, streets, light and other improvements. The Association has the power to interpret and enforce all restrictions, and collect the annual maintenance tax (at a rate never more than the city tax rate of the old city of Los Angeles) for the upkeep of the property and for the general benefit of all property owners.

To this Association has been deeded the titles to the shorelands, golf course, and other parks, and also the titles to all dedicated streets. It will act as a permanent organizing force for community activities, helping to promote riding, yachting and fishing club and to organize pageants and other worth while community functions.

Radburn, New Jersey

As a guarantee to home owners of the permanence of the parks and open spaces in the areas now developed, they have been deeded over to the Radburn Association by the City Housing Corporation. The upkeep of these spaces and facilities is an important duty of the Radburn Association.

Greenway Parks, Dallas, Texas

The maintenance of the community park areas, called "Built-in-Playgrounds" by O. H. Koch, the engineer, is provided for by provisions in the deed which the purchaser assumes and for which he pledges an annual assessment, secured by a first lien on the property, not to exceed $.15 per one hundred square feet of lot area per annum. The administration of such maintenance is under the direction of property owners. The committee is chosen annually at a meeting of property owners in each district.

Forms Used

Articles of incorporation under which home associations and similar groups are organized and deeds and contracts of sale vary in their provisions regarding recreation areas. A few extracts, however, are given as typical examples.

From Amended Articles of Incorporation of St. Francis Homes Association

"To provide for the lighting, improving and maintaining of such streets, parks and other open spaces, including all grass plots and other planted areas within the lines of such streets, now existing or hereafter to be created in or bordering upon said tracts as shall be maintained for the general use of the owners, and their successors in interest, of any portion of said tracts of land; to construct; improve and maintain parks and parkways, tennis courts, playgrounds and a community club-house in said tracts; to purchase water for irrigation and to construct and operate a pumping plant and water system for the irrigation of the parks, grass plots and other planted areas now existing or hereafter to be created within the lines of the streets shown on such map or maps or bordering upon said tracts; to care for all such vacant and unimproved lots and plots now existing or which shall hereafter exist in said tracts; to take any action with reference to such vacant and unimproved lots and parks as may be necessary and desirable, in the opinion of the Board of Directors of this Corporation, to keep the said vacant and unimproved lots and plots neat and in good order; to pay all taxes and assessments which may be levied by any authority upon the streets and parks now or hereafter opened, laid out or established in said tracts, and on such other open spaces therein as shall be maintained for the general use of the owners of any portion of said tracts of land, and their successors in interest, and also the ornamental features, tennis courts, community club-house, pumping plant and irrigation system, sewers and storm drains established on said tracts or the streets adjacent thereto, whether taxed or assessed as a part thereof or separately; to enforce the restrictions, conditions, covenants, charges and agreements at any time created for the benefit of any portion of said tracts of land, or to which any portion of said tracts of land may at any time be subject, and to pay the expenses in connection therewith; to approve plans for dwellings or other structures to be erected on any portion of said tracts of land, and to pay the expenses incident to the examination and approval thereof and to such supervision of construction as may, in the opinion of the Board of Directors hereof, be necessary; to provide for the sweeping and cleaning of streets, the collection and disposition of street sweepings, garbage and the like, and the maintenance of the sewer system and community police protection in the said tracts of land; and to do and perform all things necessary for the general welfare of the owners of any portion of said tracts of land."

From Warranty Deed, Golfside Corporation, Saginaw, Michigan

"(g) The owners of lots in said Golfside Subdivision and Hill's Replat after January 1, 1928, shall be liable for the cost of maintenance of all utilities, improvements, streets, parkways and parks in Golfside Subdivision and Hill's Replat, the cost to be determined on the basis of the frontage that each lot bears to the total frontage of all lots in Golfside Subdivision and Hill's Replat."

From Certificate of Incorporation of the Radburn, New Jersey, Association

"(5) To acquire, equip, construct, maintain, and supervise within or without The Property for the benefit of residents in The Property playgrounds, parks, club houses, community centers, tennis courts, athletic fields, golf courses, swimming pools, and recreation facilities of every kind and character, and facilities for the enhancement of community life, with the right to fix and collect charges for the use thereof.

"(14) To pay all taxes and assessments, if any, which may be levied by any authority upon the property owned by the Association or upon the streets, highways, parks, commons, footways, walks, lanes or other open spaces maintained and lands acquired for the general use of residents within The Property.

"(17) Insofar as permitted by the Laws of the State of New Jersey, to do any other thing that in the opinion of the Board of Trustees may be of general benefit to the residents of The Property and to acquire and maintain property and expend money and do any and all things to promote the health, safety, and welfare of residents within The Property, and to provide for education, recreation, and the enhancement of social life and community welfare within The Property; the foregoing specific powers being by way of illustration and not by way of limitation."

Extracts from a few forms of conveyances follow:

Extract from Deed, Kings Club District, Brooklyn, New York

"This conveyance is made upon the express condition that the above described premises shall be used as a recreational ground, club house and

(*Continued on page* 307)

The Legal Point of View

Courtesy Palos Verdes Estates

Legislation must be the result of a thorough and conscientious study and statement of the problem to be solved or the need to be supplied

EXPERIENCE has shown that there is a need for modern, comprehensive planning and zoning enabling laws. The past decade has seen considerable progress along this line, but much needs yet to be done in subdivision control. A number of cities have laws affecting the problem and many cities have made local provisions.

Laws are important, but voluntary action on the part of Planning Commissions and subdividers can do much to secure play spaces for our communities.

Mr. Edward M. Bassett, in charge of the Legal Division of the Regional Plan of New York and Its Environs, in discussing the statutory requirements for setting aside playgrounds in plats with reference to the amendments to the general city and village laws of New York State passed in 1926, said: "Small parks for playgrounds are nowadays about as necessary as streets. Fast moving automobiles render all streets dangerous for play purposes. Yards about houses are usually too small. Yet in the rapidly growing areas throughout a region a house is built on every lot without a thought of setting aside small parks for playgrounds before the land is built over. After acres of houses are built and occupied, the cry for the first time arises for playgrounds. Then the playgrounds, if established at all, are likely to be put in the wrong places. Sometimes they are produced in emergencies by tearing down existing houses. Some far-seeing developers set aside small parks in their developments. They say that if small parks for playgrounds are set aside, the remaining land will sell for enough to make this profitable. The new laws make possible an offset of small park land against street land so that a developer can save on street widths and throw the saving into small parks.

"The new laws which are permissive, as far as their adoption by any city or village is concerned, provide that:

"Before the approval by the planning board of a plat showing a new street or highway, such plat will also in proper cases show a park or parks suitably located for playground or other recreation purposes. In approving such plats the planning board shall require that . . . the parks shall be of reasonable size for the neighborhood playgrounds or other recreation uses. In making such determination regarding streets, highways and parks, the planning board shall take into consideration the prospective character of the development, whether dense residence, open residence, business or industrial.

"Although no owner is compelled to dedicate land for a park or playground, these laws provide a means by which such land may be compelled to be platted for this purpose. A period of time is prescribed within which the municipality may acquire this land in case the owner does not choose to dedicate it. The real estate developer can often be accommodated by certain changes in street widths or modification of zoning

so that his layout, when including playgrounds, will be to his advantage.

In 1927 the Town Law of New York was similarly amended.

"To supplement and amend the Greater New York Charter, in relation to establishing a department of city planning, creating the office of commissioner of city planning, and defining the powers and duties of such department and commissioner.

"SECTION 449g. Consideration of map or plan of a subdivision. When a map or plan of a subdivision shall be submitted to the board of estimate and apportionment for its approval pursuant to Section 1540 of the Greater New York Charter, a copy thereof shall also be submitted to the commissioner of city planning and the board of estimate and apportionment shall not take any action thereon until a reasonable opportunity shall have been afforded such commissioner to make his report and recommendations in respect thereto, especially in reference to the location of a park or parks suitable for a playground or other recreation. Every such map submitted to the commissioner of city planning shall contain the name and address of a person to whom notice of a hearing shall be sent and no such recommendations shall be made to the board of estimate and apportionment in respect to such map until the commissioner of city planning shall have afforded a hearing thereon. Notice shall be sent to such address by registered mail of the time and place of such hearing not less than five days before the date fixed therefor. The commissioner of city planning shall examine such map and determine whether or not the streets proposed are of sufficient width and suitably located to accommodate the prospective traffic and to afford light and air to buildings and access of fire-fighting and whether such streets are coordinated so as to compose a convenient system, and whether the land shown on such map is of such a character that it can be used for buildings without danger to the health of the occupants, and whether the parks, if any, are of reasonable size for neighborhood playgrounds or other recreation uses, and shall report his conclusions in respect to such matters to the board of estimate and apportionment."

Extracts from Municipal Regulations Governing Control of Subdivision Layout

Palo Alto, California (City Planning Commission—Rules for Land Subdivision, April, 1930).

"11. Parks, Schools, Playground Sites, etc. In subdivising property, due consideration shall be given by the subdividers and the Commission to the dedication or reservation of suitable sites for schools, parks, and playgrounds so as to conform as nearly as possible to the Master Plan and general plans of the city and nearby areas. Such provision should be indicted on the preliminary plan in order that it may be determined when and in what manner such areas will be dedicated or acquired."

Note: The opportunities for cooperation of the sort implied in the rule above have scarcely yet been touched. Any subdivision of reasonable size is almost certain to have a church or a school in it at some time. A neighborhood park of at least twenty acres should be made available for development in each square mile of residential area; and small parks of at least ten per cent. of the total area should be distributed throughout all residential districts. These incidental features of every residence district should be planned at the time the land is platted. A distribution of a portion of the selling value of these areas among the remaining lots will generally make it possible for the promoter of the subdivision to offer such areas at prices that will permit immediate acceptance. Small tracts for parks, if of usable size, may, with profit to the subdivider, be dedicated free to the city. The advantages of the park may be capitalized in the sale of lots, and generally enough additional will be realized to more than pay the original cost of the land given to the city.

There is nothing in the nature of American constitutional law which should produce timidity or the palsying of effort by fear of constitutional difficulties. The American constitution is sufficiently beneficent and wide-armed to receive within its protection whatever is morally and intellectually justifiable and really needed for the public welfare. Whatever is done should represent painstaking and thoroughgoing search into the public needs, into the ascertainment and statement of the problem and into the working out of the solution.

By one method or another each community can within its resources acquire and produce such amount and distribution of open spaces as it needs and should have for the health and well being of its people, if it will but have the courage and intelligence to go about the development of its plan, its legislative and administrative procedures in a thoroughgoing, intellectually honest and scientifically patient manner.

ALFRED BETTMAN,
Attorney and Member of the City Plan Commission of Cincinnati

Town of Milford, Connecticut

"The Commission may require where it deems advisable that a suitable area or areas in the subdivision, not exceeding ten per cent. of its total area, be dedicated for park and playground purposes."

New Rochelle, New York (Planning Board—Rules governing the platting of land)

"16. Suitable property should be allocated for schools, parks and playgrounds to be dedicated or to be reserved for the common use of all property owners by covenant in the deed and subject to the control of the municipality under conditions approved by the Planning Board."

Rochester, New York

"In subdividing property, due consideration shall be given to the laying out of suitable sites for parks and playgrounds."

White Plains, New York (City Plan, 1928—Control of Land Subdivisions)

"That a proper portion of each plat should be set aside for public use in the form of open spaces for parks, playgrounds, and public buildings . . .

"Appendix 'C'

"4. The area needed for parks and playgrounds will depend somewhat on the amount of garden and play space available on the individual lots.

"5. . . . However, by platting larger lots than are required by the present zoning for the rest of the tract or by setting aside small park or play area, the average density required by the zoning can be maintained over the tract as a whole.

"6. Small parks increase the desirability of a residence neighborhood. They make for stability and permanence. They are an essential part of a good neighborhood environment. Small parks sufficient for the needs of the future residents of the subdivision should be set aside by the subdivider. The area to be devoted to such use should depend on the lot sizes and type of housing proposed. Concessions in regard to lot sizes, street widths and zoning changes can appropriately be granted to developers who voluntarily make liberal provision for small parks.

"12. Before drawing up a final subdivision plan for the approval of the City Planning Board it is suggested that a tentative or preliminary plan be informally submitted to the Board. . . . This preliminary plan should show: (h) proposed parks or other open spaces.

Canton, Ohio

In all residential subdivisions containing more than twenty-five acres, the platting shall provide for small parks, playgrounds or other open spaces or grounds, in addition to streets or ways, the aggregate area of which open grounds or spaces shall not be less than one twenty-fifth (1/25) of the area of the subdivision; provided, however, that this regulation shall not be interpreted as requiring the dedication of said open grounds or spaces to the public but as requiring the grant of such easements or rights as will secure the use of the same for recreational and open air purposes by the inhabitants of the territory of the subdivision; and provided further that the Commission may remove or reduce this requirement in special situations where, either by reason of exceptional hardship or by reason of the supply of other adequate recreational and open air spaces or by reason of the exceptionally large area of the lots of the subdivision, the Commission deems the above requirements unnecessary or unreasonable."

Cincinnati, Ohio

"The City Planning Commission shall be the Platting Commission of the City and as such shall have the control of platting and shall provide regulations governing the platting of all lands within the City or within three miles thereof, so as to secure a harmonious development and to provide for the coordination of streets with other streets and with the official city plan and to provide for open spaces for traffic, utilities, access of fire-fighting apparatus, recreation, light and air and for the avoidance of congestion of population.

"Such regulations may include requirements as to the extent to which and the manner in which streets and other public ways shall be graded and improved . . ."

Memphis, Tennessee

"In subdividing property, due consideration shall be given to the dedication of suitable sites for schools, parks and playgrounds. Such provision should be indicated on the preliminary plan in order that it may be determined when and in what manner such areas will be dedicated to the City."

Kenosha, Wisconsin

"The City Plan Commission, where possible,

(*Continued on page* 308)

On America's Playgrounds This Summer

Where

Children Reign Supreme

IN Louisville, Kentucky, four traveling play leaders, two white and two negro, are going about the city responding to the requests of neighborhood groups wishing help in arranging a neighborhood get-together or planning a night of street play. These leaders are also going to orphanages, children's hospitals, churches, and institutions of all kinds requesting their services. This service is being conducted during the vacation months instead of the street play which the Recreation Division conducted last summer.

The Department of Public Playgrounds and Recreation of Reading, Pennsylvania, in ccoperation with the Junior League of the city which is financing the project, is also providing a worker this summer to help institutions in their play problems. One of the staff members is devoting her entire time to visiting the institutions of Reading and Berks County with a program which is reaching hospital patients, children of all ages, delinquent girls, and nurses. The program includes games and occupational therapy for hospital patients, storytelling, active and indoor games, handcraft, folk dancing, and dramatics for those in orphanages and similar institutions.

A bird's-eye view of the playgrounds shows many fascinating activities.

The results may not be pleasing to the music critic, but it's great fun for the band!

Music Popular

And in Mobile, Alabama, "junk" bands, the name originating with the children themselves, are enlivening the playground program this summer. These bands are made up of children who can play an instrument of any kind—and nothing is excluded from this unique organization! Thus far guitars have predominated. One boy is using a one string cello which he made. Much stress is being laid on playground music and there are ten units of rhythm bands, ten harmonica bands, and ten ukulele groups. Professional musicians of the city are taking a great deal of interest in the music activities of the playgrounds and are cooperating in every possible way.

In Jacksonville, Florida, too, music is playing an important part this summer. The bands promoted by the Playground and Recreation Board, the philharmonic orchestra, the junior symphonic orchestra, the drum and bugle corps, the mandolin orchestra, the harmonica band, the children's rhythm band, and a civic opera association, are all functioning. Drama is also considered important. The Community Players early this summer produced a bill of one-act plays, and this group is now taking drama into the various communities through the use of a portable stage set up on the playgrounds. Street showers are being operated in seventeen locations, while two swimming pools are serving the bathing public. These opportunities to "keep cool" are greatly appreciated.

And on These Hot Days!

Street showers are delighting the hearts of the children of Montreal, Canada, for so successful were the two portable wading pools provided last summer by the Montreal Kiwanis Club and operated under the supervision of the Parks and Playgrounds' Association, that the Kiwanians this year are furnishing a truck to convey the apparatus from one area to another. In addition to the 32,000 children who enjoyed the pools and showers last year, children in many other congested sections of the city through Kiwanians' generosity will be enabled this year to share in the benefits. Last year the two pools were used simultaneously, one serving thickly populated sections in the east end, the other, similar districts in the west end. The firemen of the various stations decided to join in the fun, and when it came their turn to have the pool they purchased liquid soap and helped give the boys and girls shampoos and baths.

Not merely showers but veritable life-savers these hot August days!

The dips offered a splendid means of getting in contact with parents and children who were badly in need of the sort of assistance which the recently established Health Service, operated in connection with the playgrounds, was ready to give boys and girls. Last year on certain days a doctor, a trained nurse, and two final year medical students visited the playgrounds in turn, examining the children and advising them how to build up healthy bodies. The service is being continued this summer.

Working to Win Their Awards

More than 2,000 Seattle boys and girls began their long awaited and highly prized summer vacation by enrolling in "school," the school in this case being the Playground Achievement Club, conducted by the Playground Division of the Seattle Park Department. And today on every one of the city's twenty-eight play fields these boys and girls are earnestly working on their "lessons," intent upon earning enough points to win a blue, red or white achievement club ribbon—the highest play field award attainable.

The school room is a shady play field corner, and the "pupils" make boats, cars, dolls and toy houses, and swim, dive and play ball in their classes. The teachers are there, too, play leaders who are the constant companions of the children throughout the summer. And to carry out the analogy, the much sought "100" is the perfect mark in the playground school as well as in the conventional three R's.

Twenty events in all are listed on each child's achievement card under the classification of athletic achievements, hobbies, and special achievements, with three left open to the play leader to fit the local conditions. For athletic achievements the boy or girl must pass one physical ability test—one to five points credit; must compete on a playground team—five points or none; place in local "C" events—limit of five points; participate in an all-city event—five points or none; do any standard athletic stunts—one point for each with a limit of five, and he must also teach a game to an organized group or umpire a game—one to five points.

For hobby achievements the child is required to complete two handcraft articles—one to five points; to play a musical instrument or show satisfactory results in another hobby—five points or none; to read a book from an approved list—five points or none, and to mount and name ten nature specimens—one point for each two completed.

Special achievements involve doing a good turn on the playground—one to five points; enrolling an achievement club member—five points or none; demonstrating a method of first aid—one to five points; attending Camp Denny, the municipal overnight playground camp, or any other approved camp—five points or none; swimming twenty-five feet—five points or none, and performing a stand-

ard dive—five points or none. Suggestions for the remaining three events include ability to score a baseball game, membership in an outside club or organization, leadership in a local special day program, ability to tie standard knots and to tell a story satisfactorily to a group on the playground.

One hundred points is the maximum score. Ninety-five points earn a blue ribbon which carries the same splendor and prestige as the traditional blue ribbons of horse racing. Eighty or more points earn a red ribbon, while sixty-five or more qualify the child for a white ribbon. Any boy or girl in the city under sixteen years of age is eligible to join the Achievement Club. Score cards, 9 by 5 inches, are issued to each member and on these the play leaders tally the points earned. The period in which ribbons may be earned extends from June 13th to August 29th, but awards earned before the final day are immediately presented to the victorious youth.

Children on the Birmingham, Alabama, playgrounds are competing for points in a merit system in which participation and accomplishment count. Under the new plan all children coming to the playgrounds are registered by play leaders and a daily record of each will be kept. Any boy or girl who enters a number of the events has an opportunity to win an award. Loving cups will be awarded at the end of the season for winners of the greatest number of points won, and ten awards, consisting of park board monograms or similar insignia, will be made for high scores in each of six classes—junior boys; senior boys; junior girls; senior girls; men, and women. There will be three pennants offered for which the playgrounds will compete throughout the season. These pennants will be awarded at the end of two weeks to the three playgrounds which make the best scores and show the best participation during the first two weeks. Winners will hold the pennants two weeks and at the end of that time they will go to the playgrounds showing best scores for the preceding two weeks. The Board will continue to award ribbons to winners from the various classes at the pet show, doll buggy parade, the handcraft exhibit and other similar events. Thus individual winners and entire groups will have the thrill of accomplishment.

Whatever else the playground program may offer, how very long the list, it's not complete unless there is an opportunity for handcraft activities.

Courtesy Salt Lake City Recreation Department

Baseball, says the pessimist, is losing its popularity with boys. This bird's-eye view doesn't prove it!

Activities of All Kinds

Each of the Irvington, New Jersey, playgrounds has selected a nation for its own, and the program of folk dancing, music, craft activities and games which is now going on, is based on the customs of the country the playground is representing. This will lead up to a final International Day at the close of the season, when instead of the customary circus there will be craft exhibits and demonstrations of cultural as well as physical activities. An area of a large play field will be allotted each nation for displaying its exhibit.

Three major handcraft projects are being carried out on the playgrounds of Decatur, Illinois—marionettes, silvercraft and vase making. Camp parties are another popular activity. Children who visit the playgrounds are being given an opportunity to enjoy two-day camping parties sponsored by the Pines Community Association. Camp facilities and supervision are provided by the association, the children furnishing their own food supplies and the necessary blankets. The camps are being maintained on a budget of $300.

At Bloomfield, New Jersey, the Recreation Commission is holding a Fathers' and Mothers' Night once every two weeks on each playground with a special program of games, community singing, and other activities that fathers, mothers, and children can enjoy together. Simple folk dancing is a part of the program.

The miniature airplane makers of Detroit, Michigan, are fortunate in having the use of the large hangar at the Detroit airport for their activities. The boys have been given a side room in which to make their planes and they are permitted to fly them in the hangar when it is not being used for the storage of airships. The Department of Recreation, in cooperation with the *Detroit News,* initiated a novelty event in an auto-giro model airplane contest open to all boys and girls under twenty-one years of age. The *News* published a series of drawings to guide the model builders.

Many of the ninety playgrounds in Westchester County have toy symphony orchestras this summer, and rhythm sticks, triangles, tambourines, castanets, wood blocks, jingle sticks and drums are vying in popularity with coping saws, hammers and other tools of the handcraft program which a member of the staff of the County Recreation Commission is promoting in her weekly visits. Another worker from the Commission is visiting the playgrounds organizing dramatics, while the Commission's nature lore specialist, through nature talks and exhibits at the various centers is acquainting the children with the mysteries of nature and introducing them to native birds, trees, rocks, flowers and plants. The traveling circus is making its rounds again this year, and rehearsals for the "greatest show in the County" are now under way.

Athletics Everywhere—Especially Ball Games!

Approximately 3,040 adults and 500 boys are playing mush ball (indoor baseball) in parks, corner lots, school yards, and parking places in York, Pa. The adults are members of 102 regularly organized league teams and fifty independent teams. The boys are members of twenty-four teams in three playground leagues and of a score or more of independent clubs. Many of the members are unemployed men and older boys, and the activity is doing much, according to the recreation officials, to maintain their morale in this difficult period.

One of the most interesting activities being promoted by the West Chicago Park Commissioners this summer is the Stanford Park Twilight Baseball League, composed of ten senior teams of twenty players each. The average age of the players is about twenty-eight years and the majority of the men playing are in business or in various professions in the neighborhood. It was

found that there was a real need for organized tournaments conducted over a period of several months with rules made as lenient as possible. For example, a soft ball fourteen inches in circumference is used, and the pitching is slow in order to enable the batter to hit the ball, thereby giving the infield and outfield an opportunity to play continuously. The distance for the bases is sixty feet; balls and strikes are called to prevent stalling, but all other rules are the same as those controlling regular baseball.

The team is made up of a variety of nationalities and interest is very keen. There is a nightly attendance of from 800 to 1,500 people. The tournament is conducted on a double round robin basis divided into two halves. First and second place winners of each half will play in final series of three games in September to determine the champions and the runners-up. Between the first and second half the plan is carried out of allowing the teams to add any new players, make transfers, and strengthen the team before the first game, but no changes are allowed after the half begins. By dividing the tournament into two halves the beneficial effect is secured of tending to prevent the team down in league standing from becoming discouraged and dropping out. This gives the team a new lease of life. A nominal entry fee is charged for the purpose of holding the interest of the teams in the league, and this money is expended for trophies and medals selected by the managers themselves. All protests, which must be in writing, are taken up at the end of each half and the managers who are the governing board, decide on the merits of each protest. Experience has shown this to be the best policy.

The younger boys, who watched the seniors play daily, asked to be organized into a league of their own with the result that at the present time there is a Junior League of twelve teams of twenty boys each. In addition, a Teenie Weenie League of boys between the ages of ten and fifteen has been organized. Altogether there are in active competition in all the leagues 600 boys and men. In the case of the senior and junior divisions the teams furnish their own balls and bats; in the Teenie Weenie League balls and bats are furnished by the Commissioners.

Baseball is making rapid strides in Elmira, New York, as well as in York and Chicago. This year over 1,000 men and boys are playing in the baseball teams organized by the Recreation Commission. There are fourteen leagues of ninety-six teams; five leagues of thirty-two teams of boys under fourteen years of age are being sponsored by the Elks Club which is giving trophies to the winning teams of each league and banquets for all the teams. The plan is being followed of leaving the game in the hands of the boys, no adult coaches being allowed on the side lines. The older boys in the American Legion and junior leagues are taking a great deal of interest in the midget leagues, are organizing some of the teams and helping to coach them. As the boys leave the midget leagues they go into the junior leagues and most of them are organizing their own midget teams. The responsibility which the boys are assuming is doing much to develop leadership.

This summer the Department of Public Playgrounds and Recreation of Reading, Pennsylvania, is administering the entire tennis program, and a new system of reserving courts has been introduced. Telephone reservations may be made twenty-four hours ahead through the recreation headquarters. Reservations are recorded by the number of the court and the number of the player on a master sheet. Players are required to register not only their own numbers but the numbers of their partner and opponents. Individuals wishing to reserve courts are asked to take out permits at 25 cents each for a year, the fee to be used to cover the clerical service involved. Any one can play without a permit if he wishes to take his chance on securing a court at the time he wishes it.

August 14

On August 14 the attention of the nation will center on the public playgrounds of the United States. President Hoover has written a special message to the two and a half million boys and girls of the playgrounds, which, printed on cards, will be distributed to them on that day. From 266 communities requests for one million of the cards have already been received at the headquarters of the National Recreation Association.

The day will be given over to field meets, pageants, amateur sports, story-telling festivals, and other special programs in celebration of twenty-five years of recreation progress. One large city will make the day the beginning of a two weeks' campaign to interest parents in the public playgrounds used by their children.

Have you completed your plans for this gala occasion? If not, be sure to write or wire the Association for your cards, in order that the children of your community may not be disappointed.

Not Forgetting Mother and Dad!

Mother and Dad Week is a new activity this summer on the

(*Continued on page* 308)

Out-of-Doors

Courtesy Camp Lauderdale, New York

Camps provided in the national forests offer all the joys the camper can wish.

— with Uncle Sam

The Forest Service of the U. S. Department of Agriculture tells us how to use our many national forests to the best advantage.

NOW that summer is here many are responding to the invitation to play in the great outdoors which for weeks has been broadcast by old Mother Nature. City parks are being thronged with recreation seekers and an increasing army of motorists is invading the countryside. The hiker, the fisherman and the camper are abroad in the land! In fact the real playtime of the year has come to those living north of the equator and every one of us is looking forward to some relaxation in the open.

The United States is fortunate in having many natural facilities for outdoor recreation. Mountains, forests, lakes and streams are within reach of nearly every community. Important in the outdoor recreation field are the national forests, administered by the Forest Service United States Department of Agriculture. Rich in scenic beauty, as well as in natural wonders and historic interest, they are among the leading playgrounds of the nation. There are 151 national forests, located in thirty states, as well as Alaska and Porto Rico, and containing in the aggregate an area of 160,000,000 acres or nearly seven per cent of the total land area of the country.

That recreation has grown to be one of the major uses of the national forests is demonstrated by the fact that last year they were visited by over 31,000,000 vacationists, including picnickers, motorists, hikers, campers, fishermen, hunters, hotel and resort visitors and summer residents. National forest administration is therefore looking more and more to the development of recreational facilities. Roads and well-marked trails are being extended to make the forests easily accessible and there are countless secluded spots along the banks of streams and lakes where the camper may pitch his tent, free of charge, although on some forests it is necessary to secure a camp fire permit. In localities frequented by large numbers of people free public camp grounds are being improved by the Forest Service and sanitary facilities, fireplaces, water supplies, and other camp conveniences are being provided for

the comfort of visitors. At the close of 1930 about 1,700 of these camp grounds, either wholly or partially improved, were being used. Some 1,200 hotels, resorts, and summer camps and 10,770 private summer homes are operating under permit. Under free permit fifteen municipal recreation camps are operated in national forests on a non-profit basis by several of the larger municipalities of California. The Forest Service has also issued permits for summer camps on National Forests in various parts of the country to a number of organizations such as the Boy Scouts, Girl Scouts and Y. M. C. A.

Big game is found in the mountainous parts of the national forests, and many excellent trout streams and lakes, periodically restocked with young fish, offer keen sport to the angler. Outside of certain game refuges within the national forests, the only restrictions on hunters and fishermen are those imposed by the state fish and game laws. In fact, all that the Forest Service asks of any visitor is that he look to the proper sanitation of his camp or picnic ground and to care with fire. For purposes of public education and recreation the Forest Service under a recent departmental regulation, is establishing a series of representative areas in the national forests known as "primitive areas" wherein those who crave the "back-to-nature" type of recreation will find wilderness unimpaired. Within these areas, so far as is practicable, primitive conditions of environment, transportation, habitation and subsistence will be kept. In maintaining such areas the Forest Service hopes to prevent the impairment of unique natural values and to give the public opportunity to know the conditions which existed in the pioneer stages of the country's development and to engage in the forms of recreation characteristic of that period.

National forests are found within reasonable traveling distance in nearly every part of the country. Although the majority of them still lie west of the Great Plains, forests have been created in the Lake States, in the White Mountains, the Central and Southern Appalachians, the Ozarks, and other sections of the east and south. Recreation leaders who have the opportunity to do so are invited to take advantage of the recreational facilities offered by national forests. Information regarding any national forest can be obtained from the Regional Forester in charge of the region in which it lies. Following are the addresses of the nine regional headquarters of the Forest Service:

Lake States Region—Customs Service Building, Milwaukee, Wisconsin.

Northern Region—Federal Building, Missoula, Mont.

Rocky Mountain Region—Post Office Building, Denver, Colo.

Southwestern Region—Gas and Electric Building, Albuquerque, New Mexico.

Intermountain Region—Forest Service Building, Ogden, Utah.

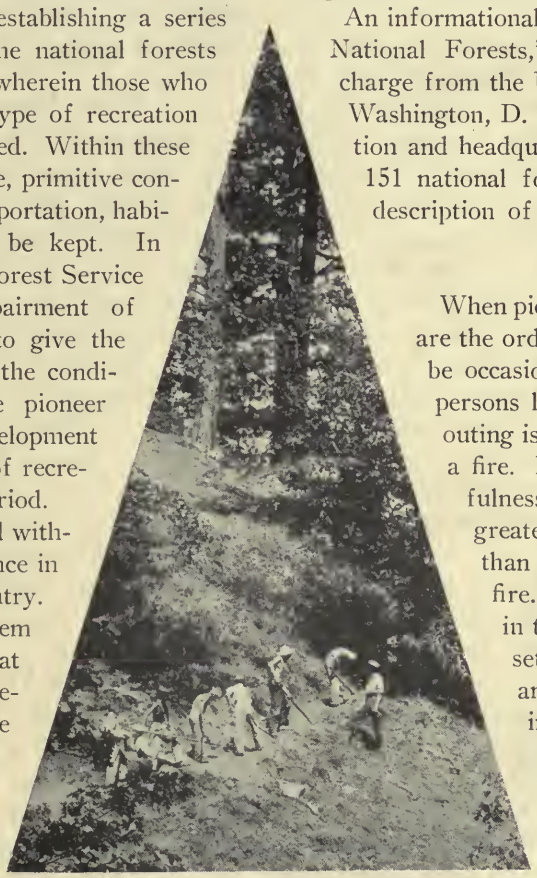
California Region—Ferry Building, San Francisco, Calif.

North Pacific Region—Post Office Building, Portland, Oregon.

Eastern Region—Atlantic Building, Washington, D. C.

Alaska Region—Federal and Territorial Building, Juneau, Alaska.

An informational map folder, "Vacation in the National Forests," may be obtained free of charge from the United States Forest Service, Washington, D. C. The folder gives the location and headquarters address of each of the 151 national forests, together with a brief description of their recreation use.



Government workers provide nature and hiking trails for recreationalists.

The Camp Fire

When picnics, camps and other outings are the order of the day there will often be occasion for a camp fire. To most persons half the pleasure of a woods outing is in building and cooking over a fire. But notwithstanding its usefulness and charm, there is no greater potential source of danger than the improperly made camp fire. Carelessly handled almost in the twinkling of an eye it can set loose a devouring demon and turn a sylvan paradise into a roaring furnace. It therefore behooves the tenderfoot to learn the ways of a camp fire before he attempts to build one in the woods. For this reason the Forest Service has

Courtesy Camp Lauderdale, New York

There is a wide choice of recreational activities in the national forests, and visitors are free to enjoy the out-of-doors as they will.

formulated the following rules for care with camp fires in the forest:

Be sure that the building of camp fires is permitted in your State, and if necessary obtain a camp fire permit.

Before building a camp fire, scrape away all inflammable material from a space five feet in diameter. Dig a shallow hole in the center and in it build the fire. Keep the fire small, large ones are inconvenient for cooking and are dangerous. Never build fires against trees or logs, or near brush.

To extinguish a camp fire stir the ashes and coals, drenching them with water. Turn over the partly burned sticks and wet both sides thoroughly. Wet the ground all around the fire. If water is not available, stir in mineral soil—earth, and not leaf mold, and tread it down until packed tight over and around the fire.

Never leave camp, either permanently or for a few minutes' stroll in the woods, unless your fire is out—*dead out.*

Additional Forest Service rules for care with fire are found in the following instructions:

Be sure your *match is out.* Break it in two before you throw it away.

Be sure that *pipe ashes and cigar or cigarette stubs* are dead before throwing them away.

Cooperate with forest rangers or State officers in reporting and suppressing forest fires.

A shovel, an ax, and a bucket are indispensible equipment for a camping party. The man who builds a camp fire without having equipped himself with the means to extinguish it is as foolish as the boatman who puts to sea without oars.

It is never safe to build large bonfires in a mountain country where sudden drafts of air may scatter the fire and carry flame swiftly up the mountain slopes.

Good Manners in the Forest

"Good manners in the forest" consists in carrying to the woods the fundamental decencies of our everyday lives. By means of the sun, the winds, and rain, Nature effects perpetual sanitation, and no self-respecting recreationist will offend against her sanitary laws. He will keep his camp or picnic ground clean and leave it so for his successor. Departing he will collect all scattered papers, broken boxes or bottles, empty tin cans, and fruit skins. All refuse will be destroyed or buried. He will of course be careful with fire and will do nothing to destroy the natural beauty of his surroundings. With little effort he can leave the woods as attractive as he found them and have the satisfaction of knowing that he has been a "good sportsman."

What to Do When Lost in the Forest

Merely being out of sight of others in a strange forest gives many a person the creeps. This is a natural feeling, but a dangerous one, for in the mountains the grip of fear or panic too often leads to trouble. Loss of mental control is more serious than lack of food, water, clothing or possible proximity of wild animals. It is the man

who keeps his head who has the best chance to come through in safety. The following helpful rules are therefore worth remembering:

1. Stop, sit down and try to figure out where you are. Use your head, not your legs.
2. If caught by night, fog or storm, stop at once and make camp in a sheltered spot—protected by a ledge or large boulder or a fallen tree—clear a space of ground and build a fire. Lacking fire, use leaves and branches for shelter.
3. Don't wander about. Travel only down hill.
4. If injured or exhausted, choose a clear spot on a promontory, if possible, and make a signal smoke by building a fire and throwing green branches and wet wood on the blaze.
5. Don't yell, don't run, don't worry, and, above all, don't quit!

The advice of the forest ranger to the new camper, hiker, or vacationist is: "It is better to carry a clear head on your shoulders than a big pack on your back. Yet in going alone it is best to go prepared to get lost. A fish line and a few hooks, matches in a waterproof box, a compass, a little concentrated food and a strong knife carried along may save a lot of grief. A gun may help as a signal, seldom for game.

"A thinking man is never lost for long. He knows that, surviving a night in the forest, he may awake to a clear dawn, and readily regain his location. His compass may be useless because of local magnetic attraction, but he may know what kind of vegetation grows on the shady side and what on the sunny side of a ridge. He knows that streams going down and ridges going up do not branch. He knows that wild food which sustains animals may be eaten sparingly; that he will not die of hunger as quickly as of thirst; that he must remain where he is or push on to some definite objective, but not to the point of exhaustion; that some one will be looking for him. And strength in the knowledge makes the hardships easier.

"Keep the old brain in commission and the chances are you will come out of the woods on your own feet."

Summer Tree Studies

Although trees are interesting at all seasons of the year, they are especially so in summer when the leaves are fully developed and every tree is displaying a heavy mantle of green. Growing separately or in the woods they tell a fascinating story of nature's handiwork, and afford the recreation leader interesting subjects for summer entertainment. They can be studied on the playground, on the street, or in the park. Best of all is a hike or picnic in the woods, where one can see trees of many kinds and ages and the conditions under which they grow. If the expedition includes a person who knows and loves the trees, so much the better.

Summer is the time to learn to identify the broadleaf trees by their leaves; not only the trees of the various families but the different members of those families, each of which has a distinctive leaf form. Some tree families, the oaks for instance, have a large number of different species, and to learn the various local members of those families may be a task in itself. According to the revised list of American trees* published by the Forest Service, there are 862 species, 228 varieties, and eighty-seven hybrids, making a total of 1,117 known forms of trees in American forests. Numerous books on tree identification** have been published and are available from most large public libraries. A number of the states have prepared tree guides describing the various characteristics of their native forest trees. Since these guides might be of use to recreation leaders in identifying trees, a list of States publishing popular tree guides and agencies to whom applications for copies should be addressed is given herewith:

Alabama—State Forester, Commission of Forestry, Montgomery.

Alaska—The Regional Forester, Juneau.

Arkansas—Director, Extension Service, College of Agriculture, Fayetteville.

Connecticut—State Forester, Park and Forest Commission, Hartford.

Delaware — Superintendent, Department of Education, Dover.

District of Columbia—Secretary, American Forestry Association, Washington, D. C. (For sale—15 cents.)

SCHOOL PLAY

Hundreds of thousands of children will return to school in September. How can the school best serve these children in their free time? What of recess periods? Of after school play?

The September issue of "Recreation," presenting articles by a number of educators and well-known leaders in the physical education field, will help solve these problems.

* A Check List of the Forest Trees of the United States, Their Names and Ranges," by George B. Sudworth, Misc. Cir. 42. Forest Service, U. S. Department of Agriculture. (For sale by Superintendent of Documents, Washington, D. C. 40 cents.)

** A bibliography giving a number of tree books as well as books on other forestry subjects may be obtained upon request from the Forest Service, Washington, D. C.

Florida—State Forester, Board of Forestry, Tallahassee.

Georgia—Director, Extension Service, College of Agriculture, Athens.

Illinois—Chief Forester, State Department of Conservation, Springfield.

Iowa—Director, Extension Service, College of Agriculture, Ames.

Kansas—Secretary, State Board of Agriculture, Topeka.

Kentucky — State Forester, Department of Agriculture, Frankfort.

Louisiana—State Forester, Department of Conservation, New Orleans.

Maine—Forest Commissioner, State Forest Service, Augusta.

Maryland—State Forester, Department of Forestry, Baltimore.

Massachusetts—State Forester, Department of Conservation, Boston. (For sale—15 cents.)

Minnesota—Director, Extension Service, College of Agriculture, St. Paul.

Mississippi—Director, Extension Service, A. & M. College, Miss.

New York—Director, Extension Service, State College of Agriculture, Ithaca.

North Carolina—State Forester, Department of Conservation, Raleigh.

Oklahoma—State Forester, State Forest Commission, Oklahoma City.

Pennsylvania—Secretary, Department of Forests and Waters, Harrisburg. Business Manager, Times Tribune Company, Altoona. (For sale—50 cents.)

South Carolina—Director, Extension Service, Clemson College.

Tennessee — State Forester, Department of Agriculture, Nashville.

Texas—State Forester, Texas Forest Service, College Station.

Vermont — Commissioner of Forestry, State Forest Service, Montpelier.

Virginia—State Forester, State Forest Service, University.

Wisconsin—Superintendent, State Conservation Commission, Madison. (For sale—15 cents.)

These booklets are being distributed free with the exception of those of the District of Columbia, Massachusetts, Wisconsin.

Forest Photographs

Photographs have any number of possibilities and the forest offers exceptional opportunities to the amateur photographer. Here he may obtain pictures showing many interesting subjects such as recreational uses of the forest, game and wild life at home, forest-tree studies, results of forest fires, forest industries, forest types and forest freaks. Such pictures may win him prizes in a contest or exhibit of beautiful or distinctive photographs. If he has enough of them, he may have a personal exhibit at his home or at the community recreation center. And if they do nothing else, they will give him a pictorial record of happy hours spent in the open.

County Parks Aid Nature Study

County-wide interest in nature study has been shown in practically every unit of the Union County park system, especially during the past year when several new clubs were organized. The County Park Commission through its various departments has given as much service as possible to clubs and individuals by suggesting hike routes, marking trees, mapping nature trails and supplying meeting places whenever needed. The marking of trees in many of the units of the park system was one of the first steps in the program of nature study and it is hoped to promote identification of shrubs in a similar way.

A nature trail in the Watchung Reservation has been launched, and here 31 species of shrubs and six varieties of trees not found locally have been planted.

The programs of the various nature clubs which have been organized in a number of communities are taking the form of nature hikes and indoor meetings at which such subjects as *Fish as a Hobby* and *Rock Gardening* are discussed.

New Books on Recreation

The Birch Bark Roll of Woodcraft—1931

Activities Section. A. S. Barnes and Company, New York. $1.00.

THERE is much in this book, the twenty-ninth edition of the Woodcraft Manual, which will be distinctly helpful to recreation workers. To those who are utilizing the Indian theme the book will have special interest. Many indoor and outdoor games are given, and there are dances and songs with music. By far the larger section of the book is devoted to handcrafts and here are many valuable suggestions.

Kites and Kite Flying

By Paul Edward Garber. Boy Scouts of America, 2 Park Avenue, New York City. $.30.

THERE has long been need for an inexpensive booklet on kite flying for the use of playground directors and boy leaders in many fields of work. The Boy Scouts of America has met this need in the publication of an illustrated booklet giving detailed directions for making and flying kites. There are chapters on kite materials and tools, and directions for making kites with tails, tailless kites, box kites, compound and combined kites, and ornate Chinese kites.

Plays for the Children's Hour

By Carolyn Sherwin Bailey. Milton Bradley Company, Springfield, Massachusetts. $1.75.

THIS compilation of twenty delightful little plays, six of them written by Miss Bailey whose books on story-telling are so well known, will be welcomed by teacher and recreation worker alike. In connection with each play are suggestions for costumes and stage directions. Miss Bailey and Clare Tree Major have collaborated in three helpful articles which preface the plays—*The Modern Child in Fairyland, In The Schoolroom Theater,* and *In the Playground Theater.* Frank M. Rich has contributed an article on *Masks and Wigs in Schoolroom Dramatics,* while Joy Higgins discusses *Pageantry and the Country School.*

Preschool Equipment

Bulletin No. 263. Compiled by Frances Ann Hungerford. University of Iowa Extension Bulletin. University of Iowa, Iowa City, Iowa. $.50.

Courtesy Public Health Nurse

THE literature on home play has been greatly enriched by this practical pamphlet containing descriptions and plans of play apparatus made and used locally in the preschool laboratories of the Iowa Child Welfare Research Station. Some novel apparatus and devices, which will be valuable additions to the backyard playground and indoor play room, are described. The many things which can be made of packing boxes are outlined and there are suggestions for platforms of several types and for a combination incline plane, walking board and bowling alley, based on the old-fashioned cellar door. And of play houses, sand boxes and tables there are many varieties. Twenty-five pieces of apparatus are described, a number of them with several variations. A picture and plan of each piece of apparatus or play equipment is included with a clear description, including exact measurements and uses. This pamphlet is one which recreation workers as well as parents and teachers will wish to have in their libraries.

Swimming and Water Safety

Boy Scouts of America, 2 Park Avenue, New York City. $.60.

THE third edition of this practical booklet, which contains much new material, includes as completely as possible every phase of aquatic activities applicable to scouting. It will be exceedingly helpful to recreation workers whose program includes water sports.

Creative Camping

By Joshua Lieberman. Association Press, New York. $2.00.

A STORY of a "co-educational experiment in personality development and social living" is told in this volume which describes the establishment of a camp for workers' children as a child-sized community by a group of trade union representatives and leading educators in the progressive education movement. Recreation and cultural values rank high in the program of this experimental camp of the Pioneer Youth of America, and the camp workshop, music, dramatic activities, athletics, and social activities are described in detail. In simple language the book describes the children's participation in upbuilding the camp and its daily conduct.

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INDIAN LEGENDS. W. A. A. Fiske. Published under the auspices of The Co-ordinating Council on Nature Activities, by The Slingerland-Comstock Company, Ithaca, New York. $.35.

Indian gardens with associated legends and practices form the theme of this booklet. Play leaders, camp directors and teachers who are working out Indian activities will find it helpful.

BUILDINGS—THEIR USES AND THE SPACES ABOUT THEM. Volume VI., Regional Survey. Regional Plan of New York City and Its Environs. $3.00.

This volume, which has to do with buildings and spaces about them, consists of three monographs: *The Character, Bulk and Surroundings of Buildings* by Thomas Adams; *Housing Conditions in the New York Region* by Thomas Adams in collaboration with Wayne D. Heydecker; *Control of Building Heights, Densities and Uses by Zoning,* by Edward M. Bassett. The volume is profusely illustrated and contains a vast amount on housing and zoning.

PRINCIPLES OF CITY PLANNING. Karl B. Lohmann. McGraw-Hill Company, New York. $4.00.

This carefully prepared and comprehensive volume is intended to be of service to those who are studying and teaching city planning and to city officials, particularly to members of zoning or planning commissions. It cannot fail to be equally helpful to the citizen who is interested in the improvement of his community and who wishes to know more about these subjects. All phases of city planning are discussed and a chapter is devoted to playgrounds and play fields. Many illustrations add to the usefulness and attractiveness of the volume.

In closing Mr. Lohmann says: "Just as city planning in the past has contributed of its best to civilization, let us hope that its results in the cities of the future will justify these words of the novelist (H. G. Wells)—But who can tell of the fullness and pleasure of life; who can number all of our new cities, cities made by loving hands of men for living men; cities men weep to enter, so fair they are, so gracious, so kind."

RECREATIONAL MATERIALS AND METHODS. E. O. Harbin. Cokesbury Press, Nashville. $2.00.

A book especially designed to aid church workers by helping them to discover the purposes of a recreation program, to develop the technique of leadership, to see the possibilities for a varied program, to provide them with materials and methods, to give guidance to teachers of recreation courses, and to stress the importance of a church centered recreation program. Mr. Harbin, who is the author of a number of books on games, has presented in this volume a wealth of material.

PLAY THE GAME—The Book of Sport. Edited by Mitchell V. Charnley. The Viking Press, New York. $3.50.

It is not difficult to see why this book has been selected by the Junior Literary Guild for its twelve to sixteen year old boy's group. It tells boys how to play the game cleanly, fairly and expertly, and its contributors are such spokesmen as "Red" Grange, Hornsby, Grantland Rice, Connie Mack, and others whose names are known wherever boys are to be found. The book contains a fund of information not only on how to play games but on their origin and distinctive achievements.

A STUDY OF THE HISTORY, USES AND VALUES OF APPARATUS IN PHYSICAL EDUCATION. Leopold F. Zwarg, Ed.D. Department of Physical and Health Education, Germantown High School, Philadelphia, Pennsylvania. $1.00.

The purpose of this study has been to determine the place and the effectiveness in the general field of apparatus as a means of developing physical power. Part I. contains a historical review of apparatus exercises, while Part II. is devoted to experimental studies in the use of

apparatus. In the section considerable stress is laid upon the tests.

COLLEGE BASEBALL GUIDE 1931. National Collegiate Athletic Association. Spalding's Athletic Library. No. 13OR. $.25.

The official rules as recommended by the Rules Committee of the National Collegiate Athletic Association are contained in this booklet.

A GUIDE-BOOK FOR SAFETY EDUCATION. National Bureau of Casualty and Surety Underwriters, New York. $.50.

The course of study in safety education contained in this new booklet has been developed along new lines. It undertakes to point out in detail where safety belongs in the various subjects and activities of the schools, both elementary and secondary. A very practical section is that containing definite information on how to prevent automobile, drowning, railroad and water transportation and home accidents. Suggestions are also given for fire prevention, for first aid, and for safety in aviation and industry.

INDIAN LORE AND INDIAN GARDENS. Melvin R. Gilmore, Ph.D. Published under the auspices of The Coordinating Council on Nature Activities, by The Slingerland-Comstock Company, Ithaca, New York. $.35.

Dr. Gilmore demonstrates in this booklet that one of the most delightful approaches to a study of Indian life is through the growing of plants that were used for various purposes by the Indians. Indian gardens are now being planted all across the country. The project is rich in its possibilities for schools, playgrounds, communities and camps.

LET'S PLAY A GAME! Frederic J. Haskin. Haskin Information Service, Washington, D. C. $.10.

This game book is one of the series of informative and educational publications distributed through a number of American daily papers represented by Frederic J. Haskin. It contains a selection of more than one hundred games and stunts for young and old.

THE GOLF CLUB ORGANIZERS' HAND-BOOK. Edited by Herb Graffis. Golfdom, The Business Journal of Golf, 236 North Clark Street, Chicago, Illinois. Free.

This manual of golf club organization, construction and operation in the smaller communities is made available through the courtesy of the Golf Ball Manufacturers' Association and the National Association of Golf Club Manufacturers. There are now approximately 6,000 regulation golf courses in the United States according to the book, a number of which are to be found in towns of 3,000 population. There is much practical information in the book and many beautiful illustrations, together with statistical data on nine hole golf courses based on information furnished by the presidents of over 400 golf clubs.

CLUBS. Junior-Senior High School Clearing House, 100 Washington Square East, New York. $.40.

The March issue of the Junior-Senior High School Clearing House is devoted to a practical discussion of club organization in schools. Many phases of the problem are considered, such as organization, standards, objectives, financial support, principles of planning a daily program for junior high schools, and training through club activities.

ARCHERY SIMPLIFIED. Phillip Rounsevelle. A. S. Barnes and Company, New York. $2.00.

This practical manual has been written for the beginner or teacher by one "who has deep sympathy for the beginning archer." It is essentially a working manual for one who would teach archery in its practical form first to himself, and then to others.

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World at Play

Courtesy Pines Community Association, Decatur, Illinois

Columbia Camp Concerts.

Columbia Camp Concerts is the name given a series of weekly broadcasts initiated this summer by the Columbia Broadcasting System in cooperation with the Coordinating Council of Nature Study Activities. The series was opened July 1st and will extend to September 9th. Each program presents a variety of subjects interesting to children at camp and to nature lovers everywhere. For the children a series of radio games has been arranged for each program. Vocal and instrumental music by some of the world's foremost composers will show how different natural phenomena suggest certain musical forms and moods. An additional feature of these programs is a series of community songs in which listeners are asked to participate actively.

"Bolf"—A New Game in Decatur.

For a number of years the Pines Community Association of Decatur, Illinois, experimented with various forms of golf, including clock golf. The experiment was not entirely successful, however, particularly on the more crowded playgrounds as the temptation to older boys to try long drives proved too strong. To offset this, a new game was invented which is being used very effectively this summer on the playgrounds. The name "Bolf," which has been adopted, comes from the two words, "bum" and "golf." The game is played with hockey sticks, which can be bought for 25 cents, and sponge rubber balls the size of tennis balls, which are purchased for $1 per dozen. The foot of the hockey stick is cut off so that it is about six inches long across the bottom. In this way it is less liable to be broken and more nearly resembles a golf club. The course is laid out in the same way as a small sized golf course, and regular golf rules are used in playing the game. On crowded playgrounds where deep cuts would be dangerous if left uncovered, the cups are made one inch deep and a coffee can lid is used for a cup.

Future Farmers' Night.

"Future Farmers' Night" is the name given a series of recreation evenings of the high school in Ypsilanti, Michigan, at which boys studying in the Agricultural Department entertain the boys in similar courses in small towns of the vicinity. There are six such towns of about 3,000 population in the county, and the number of visitors average thirty. The evening's program consists

of competitive games and swimming in the fine new gymnasium and pool of the high school, followed by supper in the cafeteria. Parents and some of the high school girls often come, and the parties have made for increased good feeling between the towns and greater interest in the Future Farmers' Club. It is planned to have the clubs from all the towns come together for a Play Day this spring.

Another Playground for Tarrytown.

Tarrytown, New York, last summer discovered a piece of public land hitherto unusued and located near the more congested part of the village. This has been graded and equipped to provide a much needed playground. An appropriation of $2,500 was made to grade, fence and equip the area.

North Tarrytown and Tarrytown have combined to employ a full time boys' worker. This worker who is a graduate of the National Recreation School conducted the program at the Washington Irving School during the summer and in the fall will initiate a year round program for boys.

Before Instead of After.

The Department of Recreation of Cleveland, Ohio, this year reversed the usual order of events and presented a demonstration program previous to rather than at the end of the season. This was done in an effort to enlist the interest and help of adults. "The more you know of the efforts to give your children a delightful and worth while summer program," states a message from the Commissioner of Recreation, "the more you will encourage their attendance and perhaps just that much more you will be able and willing to assist the play ground directors."

The demonstration consisted of a toy orchestra; original Chinese group games in costume; childhood games by Japanese boys in costume; Swedish singing games in costume; the handcraft of eight nations, demonstrations and exhibition; silver cup contest; original children's plays; sandcraft demonstration; twenty original stunts and features; Houdini—stunts and tricks; and folk dances of the nations.

Reading and Laurel Announced as Winners.

Early this year the American City Magazine announced a contest for the best playground idea carried out in 1930. L. H. Weir of the National Recreation Association, who served as judge, has selected Reading, Pennsylvania, among the cities of 50,000 population or over as having presented the most outstanding and far-reaching idea, "in that it represents general advancement in planning, increasing facilities, broadening the scope of recreational service, and securing their effective cooperation among public and private agencies."

For cities under 50,000, Laurel, Mississippi, with about 18,000 inhabitants, was chosen for its idea of combining beauty with facilities for active recreation in all its parks and recreation areas. "Every playground or other active recreation area," says Mr. Weir, "should have some of the characteristics of a park, and most park areas should have some form or forms of active recreation facilities. The love of beauty is one of the natural and fundamental hungers of the human soul."

The newest playground in Reading, Pennsylvania, shown in the picture, which will be known as "Eleventh and Pike," is divided into three terraces. The top level will have three hard surface tennis courts, a swimming pool and bath house, a wading pool and a small children's playground. The middle level will contain a $10,000 field house, quoit courts, a swimming pool and bath house, a wading pool and a small children's

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playground. On the lower level there will be a one-eighth mile cinder track, two playground ball diamonds, and a football and soccer field. The entire area is to be fenced, the entrances lighted with ornamental lights, and the grounds beautified with trees and shrubbery and lighted for night playing.

A Play Institute in Washington.—One of the most recent activities of the Community Center Department, Public Schools of the District of Columbia, was a Play Institute held for six Monday evenings beginning March 16th, from 8:00 to 10:00 P. M. The purpose was "to furnish practice and participation in games, stunts, community singing, and special programs for leaders of groups of all ages." New stunts and games were discussed and conducted, experiences exchanged, and bulletins containing the most successful ideas issued. The program included dramatic stunts and games, old time dances, folk dances, group singing, games for the home, outdoor games, and an open evening. Each person attending paid a registration fee of $1.00.

An Institute of Girls' Work.—An all day institute on work of girls was held in Chicago on April 9th under the auspices of the Section on Work with Girls of the Council of Social Agencies of the city. Four round table discussion groups were provided in the morning. At the luncheon meeting Mr. H. M. Busch of Western Reserve University spoke on the philosophy of leisure for a new age; the modern trends which must be recognized in planning a leisure time program; characteristics of the city mind; the growth of specialization resulting in a narrowing cultural interest, and the conflict of luxury desires and sense of instability which finds expression in our leisure time. Mr. Busch spoke of the necessity for developing physical and mental skills and of providing leadership for young people. This was followed by an informal discussion, to which the audience "listened in," between a school principal, a college professor, a psychiatrist, a recreation expert and a parent, on social contacts between boys and girls.

Houses for the Birds of Detroit.—The boys of the Detroit, Michigan, playgrounds have placed in River Rouge Park more than 300 birdhouses which they have constructed. The houses were presented in March to the park officials.

Kindness to Animal Week.—The Los Angeles, California, Department of Playground and Recreation from April 19th to 25th celebrated Kindness to Animal Week, fostered by the Los Angeles Humane Department. Local playgrounds conducted programs consisting of a pet show with ribbons given as awards, talks on kindness to animals, and scout demonstrations on first aid to animals.

Wilkes Barre Workers Enjoy Recreation.—During 1930, in spite of the economic depression, 2,390 employees belonging to the Store Employees Association in Wilkes Barre, Pennsylvania, an organization fostered by the Playground and Recreation Association of Wyoming Valley, paid for 84 per cent of their organized recreation, while the employers paid for only 16 per cent. The average cost per participant to the employers was 31 cents. That participants themselves spent an average of $1.53 per person. Forty-four organizations were members of the Association during 1930.

A New Street Game.—Recently on the streets of a Southern city a group of boys were seen playing a hockey game on scooters, using a tin can for the ball. "Fast and exciting" was the eye witness' description of the game.

An Interesting Community Center Publication.—The Central Avenue Community Center of the Central Avenue School, Newark, New Jersey, issues a monthly known as "the Centralia" which contains detailed news of the activities of the Center. The attractive cover of the March issue which appears in two colors is a linoleum block print by one of the attendants at the Center, taken from an original drawing which he made. Every month there is a new cover, always an original one designed by a Center member.

"Make Room for the Children."—In an article entitled *Make Room for the Children* which appears in the November, 1930 issue of the *Delineator,* Samuel Crumbine tells how apartment houses can provide for the play needs of children. He gives some general suggestions and then makes a statement that unless we give recognition to the problem of providing play spaces for children, the city—the most vivid expression of this generation—will become the enemy of the next.

Robert W. deForest

IN the death of Robert W. deForest the National Recreation Association has lost one of its earliest friends and most effective and loyal supporters. In 1907 Mr. deForest sent a personal representative to the first Recreation Congress at Chicago, Illinois, to study the new movement and report upon its value. As a result of this report he, with others in the Russell Sage Foundation, of which he was president, voted to underwrite the cost of a special effort to raise money for the organization then known as the Playground Association of America. The Russell Sage Foundation also made it possible for Dr. Luther Halsey Gulick to give much of his time, and Lee F. Hanmer all his time, to working to establish the playground and recreation movement in America, and this help was of the very greatest value to the new movement.

Mr. deForest's sympathetic and understanding interest in play and recreation, so effective at the beginning of the institution, lasted to the end. With all his varied interests he still found time for personal thought on the problems of the national recreation movement in America. Only a

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few weeks ago he wrote, making some suggestions which he thought might be of help.

In his aid to the recreation movement, as in his many other public interests, Mr. deForest made large contributions to the fullness of life which he himself so well exemplified.

Resolution adopted at the meeting of the Board of Directors of the National Recreation Association held on May 27, 1931.

Picnic Sites in Oglebay Park.—There are 48 picnic sites in the woodlands of Oglebay Park, Wheeling, West Virginia, adjacent to its five miles of graveled auto roads and to tested spring water supplies. Groups may telephone and reserve any of these sites in advance. The picnic grounds are equipped with tables, benches and outdoor fireplaces and fire wood. If cooking is done or if the wood is burned, the group pays a nominal sum for the fuel; otherwise no fee is charged. Individuals who have not made reservations may picnic in any part of the park if all the sites are occupied.

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To Map English Footpaths.—*The American City* for April, 1931, reports that two associations in England concerned with the preservation of open spaces and the beauty of the countryside, have undertaken a survey of all footpaths for a radius of thirty miles around the city of Manchester. The area to be surveyed has been divided into about 130 districts in which footpaths, their approaches, stiles, gates and paths which are in danger of disuse and would therefore be lost to the public, are being mapped and their condition reported. This service to hikers is only one feature of a permanent program designed to make outdoor life as easily available as possible to large numbers of English city dwellers.

Pasadena's Eighth Annual Banquet.—On March 24th the Pasadena, California, Department of Recreation, formerly known as Playground Community Service, held its eighth annual banquet. A review of the activities of the department was presented in dramatic form. There were six scenes—(1) the office of the department; (2) a typical playground; (3) the costume room; (4) playground dramatics; (5) evening recreation; (6) the circus. This method of presenting activities proved highly successful.

A Party-a-Month Club.—A Party-a-Month Club is an important feature of the program of the Morgantown, West Virginia, Department of Recreation, Independent School District. At each meeting on the first Wednesday of every month seasonal games are played which members of the club will in turn use at parties they will conduct. Each month a fourteen page booklet is given out containing directions for seasonal games and stunts. A registration fee of $1 is charged to cover the cost of material for the club.

Jacksonville's Circus for the Unemployed.—The "Terpsichorean Trippers," the "Batty Bicycle Boys," the "Roller Skating Bears" and numberless other specialty acts and performers made the circus held in Jacksonville, Florida, for the

benefit of the unemployed a howling success. There were 98 acts and a thousand performers in this mammoth circus held on February 22nd at the Municipal Auditorium. The Playground and Recreation Board was in charge and all city departments cooperated to make it a success. The event aroused so much enthusiasm that it may become an annual affair.

Where Love of Art Predominates.—Since 1634 the peasants of the little village of Oberammergau have been presenting the *Passion Play*. For years before this first presentation the Benedictine Monastery of Ettal, a few miles from Oberammergau, had exerted a great cultural influence over the entire valley. It was the monks of Ettal who taught the people of this region wood-carving, trained them in music and the presentation of religious dramas, and in many other ways made them superior to the average mountain peasantry of Bavaria. Because of the love of art inculcated by the monks of Ettal and fostered by successive generations of parish priests at Oberammergau, the village now possesses a state school of wood-carving, a public school in which the children receive their first training in elocution and singing, and a Practice Theatre in which the youth of the village have the opportunity to acquire proficiency as actors, thus equipping themselves to attain the great ambition of their lives—a part in the *Passion Play*.

Is there anywhere in America a community in which art holds so important a place?

Model Aircraft Tournaments.—From April 16th to April 19th, the District of Columbia Model Aircraft League, conducted by the Community Center Department, held a contest and exhibition of true scale models of airplanes and gliders which were judged for workmanship. There were three classes according to size—Baby, Class A—contained within span of man's palm; Detroit, Class B—Wing-span of exactly 24 inches; and Optional, Class C—All other sizes of models up to 60 inch wing-span not included in Classes A and B. The requirements were that the planes submitted must be scale models of real planes or gliders and must be built entirely by the contestant.

The Playground Department of the West Chicago Park Commissioners conducted its first annual indoor airplane meet on April 25th. Two types of planes were permitted in the contest—fuselage and the stick models.

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need plenty of fresh air and exercise. The Spalding Junglegym provides both of these necessities. No supervision is necessary for this apparatus. It is the favorite spot on the playground with the children and keeps them continually amused. Appealing as it does to their natural instinct to climb, it is a pleasant way for the children to develop physically as well as mentally. It requires but a small amount of space and is capable of handling 75 children.

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SOUTHERN CITY

DIXIE'S ONLY SOUTHWIDE CITY BUILDING PUBLICATION

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A Drama Tournament in Oshkosh.—A very successful drama tournament was conducted in the late winter and early spring by the Department of Recreation and Physical Education, Board of Education, Oshkosh, Wisconsin. The six contesting groups were representatives of the young people's societies of six churches. The winners were the group presenting *Think It Over* who had been coached by Miss Ruby Heine of the Trinity Lutheran Church, an invalid confined to a wheel chair. The plays were judged on the basis of twenty points each for choice of play, stage setting, costuming, and make-up.

The Why of Recreation Areas

(*Continued from page* 258)

as paved streets, transportation lines and public water supplies. Every progressive community today recognizes this fact and arranges its budget so that these serviceable features may be regularly enlarged and improved as the population of the city increases.

A community center crowded with young people enjoying wholesome recreation and social contact under municipal auspices is a guarantee of better citizenship and something to be proud of. A commodious playground teeming with youngsters every day of the year is evidence of a city's greatness quite as impressive as smoking factory chimneys."

Recreation Areas and the City Plan

(*Continued from page* 264)

Leadership for Recreation Areas

It is of fundamental importance to provide land which will be used permanently for recreation purposes, but it is also important to have leadership so that the areas provided will be used to the greatest advantage. In increasing numbers subdividers are employing trained recreation directors. Radburn, New Jersey; Sunnyside, Long Island; Jackson Heights, Long Island; Palos Verdes Estate, Los Angeles; Southside Park, Houston are employing their own play leaders. Few subdividers, however, can afford to furnish leadership for a playground indefinitely, and this is one of the principal arguments for the wisdom of deeding the area to the city.

One of the reasons attributed to the failure of some recreation areas in real estate subdivisions has been lack of leadership or incompetent leadership. Mr. C. C. Hieatt, ex-president of the National Association of Real Estate Boards, has

said: "A subdivider who has any regard for the future value of his property would hesitate before opening up an uncontrolled and unsupervised playground in the heart of it. There must be supervision or it will turn out to be a nuisance and depreciate values. The subdivider who expects to do anything of that kind ought to do it in cooperation with the recreation man or with some expert in recreation, so as to get the best possible advice as to where the playground and recreation centers should be located and how they ought to be set up."

The National Recreation Association, through the National Recreation School in New York City, is training recreation leaders who are available for positions in all parts of the country, and will be glad to be of service in helping subdividers secure leaders.

Outstanding Recreation Developments

(*Continued from page 269*)

pools, gymnasiums, etc., for the adults. Prominent among these are the Fred. L. Lavanburg Foundation, City and Suburban Home Group, all of New York and Chatwick Gardens, Forest Hills, Long Island.

In the Lavanburg Homes housing 109 families with incomes ranging from $25 to $40 per week, a recreation worker is employed the year round. A roof playground and basement play rooms are provided, and a program of clubs and recreation activities of all kinds is in operation. For out-of-door activities a vacant lot is used.

Control and Financing

(*Continued from page 283*)

community center for the benefit of the owners of the aforesaid Kings Club District as said District is defined on the above mentioned map and for no other purpose whatsoever and upon the further condition that the membership of the party of the second part shall be open to residents and property owners on the aforesaid Kings Club District under such reasonable rules and regulations as the Board of Directors of the party of the second part may from time to time promulgate and shall be limited to such residents and property owners, and the use of said ground and such club house shall not be open to the general public, and upon the further condition that the party of the second part will pay all taxes and

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Parents' Magazine, June 1931
- Worthwhile Play, by Janet M. Knopf
- A Community Play Lot, by Bertha G. Smith

The Girl Scout Leader, June 1931
- The Path of the Story-Teller, by Elizabeth Clark

Western City, May 1931
- Administration in Recreation
- More than 200 Persons Attend Recreation Conference at San Jose
- Los Angeles Olympic Swimming Stadium
- Need Is Evidenced for County Parks, by Gilbert L. Skutt
- Boise's Park Planned for Motor Age, by J. T. McLeod
- Public Recreation Directory and Figures from 182 Western Cities
- Salt Lake City Builds Golf Course, Has New Park, Establish Trap Shooting, by Charlotte Stewart
- Seattle's 43 Playfields, 10 Beaches and 39 Parks Provide Complete Program, by Ben Evans
- A City Teaches Swimming, by Lou Evans
- Oakland Provides for Entire Citizenry, by R. W. Robertson
- How the Famed Co-Ordinated Recreation Program at Long Beach Functions, by Charles H. Hunt
- $1,000,000 for Los Angeles Playgrounds, by Raymond F. Hoyt
- What Tacoma Has Done in Five Years, by Walter F. Hansen

Parks and Recreation, May 1931
- Hartford Parks and Their Relation to Unemployment, by Mayor Walter E. Batterson
- The Bathing Pool and Bathhouse—Their Design, by Phelps Wyman
- Swimming Pools and Bathing Beaches
- Some Practical Slants on Swimming Pools, by V. K. Brown
- Cheap Surfacing and Illumination of Tennis Courts
- Naturalistic Swimming Pool in South Park, by Paul B. Riis
- Silver Anniversary of the National Recreation Association

The American City, June 1931
- Safeguarding the Lives of Los Angeles Swimmers, by C. P. L. Nicholls
- Kent County Ensures Outdoor Attractions to Its Residents, by L. C. Palmer
- Reading, Pa. and Laurel, Miss. Win in Recreation Contest, by L. H. Weir
- A Floodlighted Stadium in Johnstown, Pennsylvania
- Athletic Field Lighting That Pays for Itself, by Gordon E. Nelson

PAMPHLETS

Bulletin of the New York School of Social Work, April 1931

Manual for Cottage Mothers in Institutions (Tentative Draft), Child Welfare League of America

Report of the Playground Department, Pensacola, Florida, 1930

Twenty-first Annual Report of the Boy Scouts of America, 1930

Report of the Monroe Recreation Department, 1930

Report of the Sheboygan Department of Public Recreation, 1930

Twenty-sixth Annual Report of the Playground and Vacation Schools of North Side, Pittsburgh, Pennsylvania, 1930

A series of attractive illustrated pamphlets describing our National Parks, issued by the National Park Service, United States Department of the Interior, Washington.

assessments that may be levied against said premises within a reasonable time as the same become due and payable. Upon the breach of these conditions or any part thereof, this deed shall become null and void and title to the above described premises shall immediately revert to and belong to the party of the first part, which may immediately thereupon enter and take possession thereof."

Extracts from Deed Used by William E. Harmon in Making the Harmon Awards to Communities

"This conveyance is made, however, subject to the following conditions to all and singular of which the Grantee herein, for its successors and assigns, by the acceptance of this deed, assents and agrees to be bound thereby, and which conditions are to run with the land herein conveyed, viz.:

"That the property shall be used in perpetuity for playground and recreation purposes.

"That no building shall be erected upon the property except for the furtherance of desirable play and recreation.

"That the premises shall always be known as Harmon Field. "That the land shall be open to all persons without regard to race, creed, or color.

"That the land shall be open to all persons except that with the written consent of the Harmon Foundation reasonable racial restrictions may be imposed.

"That the land shall be open free of charge to all, except that under reasonable regulations admission may be charged for amateur athletic contests or for activities the proceeds of which are devoted to recreation or to the betterment of the property.

"That the property hereby conveyed shall always be kept in such condition as to be attractive as a place for recreation and shall not be permitted to become a nuisance in appearance or unattractive as a place for recreation."

The Legal Point of View

(*Continued from page* 286)

will require the owner to dedicate for public purposes, such as parks, playgrounds and school sites, an area not more than five (5) per cent. of the total area of the tract of land proposed to be platted, except where in the opinion of such Commission five (5) per cent. of the area is too small for parks, playgrounds and school sites, when no public dedication of said tract shall be required. The five (5) per cent. hereinbefore referred to shall be exclusive of any area of said tract of land dedicated for streets and alleys."

On America's Playgrounds

(*Continued from page* 291)

playgrounds conducted by the Playground and Recreation Association of Wyoming Valley, Pennsylvania, and a week has been set aside especially for visits of mothers and fathers to the playgrounds. During that week play leaders will register the visits of the parents on specially prepared cards, reporting in writing on the back of the weekly attendance card the number of visits made by mothers and fathers.

The making of articles of home usefulness will be an important feature of the week's program. Lamp shade making has been scheduled as the main handcraft project of the week for both girls and boys. Mother's visit to the playground, it has been suggested to the children, will be a good opportunity to present her with the new rug made this summer on the playground. Boys will make for their fathers, door-stops, letter-openers, paper weights and boxes for various purposes.

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Schools and the National Recreation Movement

THE first president of the National Recreation Association, then called the Playground Association of America, Dr. Luther Halsey Gulick, himself worked in a public school system at the time he became president of the Association. In his capacity as president, he spent much time addressing conventions of teachers and educators on the subject of play and playgrounds.

Joseph Lee, LL.D., Harvard, for twenty years the second president of the National Recreation Association, served for about ten years as a member of the Boston School Board. The subject he chose for perhaps his greatest book was "Play in Education."

One of the first tasks of the Playground Association of America, when it was formed twenty-five years ago, was to begin the preparation of a Normal Course in Play for normal schools and colleges and universities. Professor Clark W. Hetherington, the Chairman of the Committee on the Normal Course in Play, travelled for one year under the auspices of the Association to help educational institutions in training teachers for leadership in play.

Representatives of very many school boards asked in writing for continuous help from the district field workers of the Association in keeping in touch with what other school systems and other groups in other cities were doing in the field of play and recreation and such service has been given school boards for many years.

Many organizations under the leadership of Dr. Philander P. Claxton, then United States Commissioner of Education, asked the Association to campaign for state laws making physical education in the schools compulsory. This task was accepted and carried through. Dana Caulkins and former Governor Brumbaugh of Pennsylvania gave their full time for a period to this project. Later James Edward Rogers of the Association staff has helped to clear information between the state physical education offices.

Practically all the departments of the Association have been called upon to give service to the school men of the United States,—music, drama, games, and other sections as well. In order that all the Association's service to school leaders may be more effective, the full time of one of its able and experienced workers, Eugene T. Lies, is now being given for two years to a study of play and recreation in school systems.

School men are members of the Association. School men have helped to make the recreation movement what it is. The Association has always worked closely with the National Education Association and with representatives of the United States Office of Education. Much of the time of one staff worker, John W. Faust, has been given to the Congress of Parent-Teachers Associations, which, of course, is closely tied up to the schools.

It is because the Association leaders believe so profoundly that all the facilities of the schools should be utilized for play and recreation and for the life of the people that the Association is putting forth every effort to make its service to the schools of America effective. Of course this does not mean that the Association will not continue as before to give equal service to those whose concern is in recreation in the home, the church, under the recreation commission, under the park board, and in private groups. Play and recreation in the school has some contribution to make to recreation in practically every other agency. So much of modern life is free for recreation that it is important that the full strength of all agencies be utilized and that the experience of each group be available for all groups.

The Association itself in a very large part of its work is an educational institution—a cooperative group in which cities go to school to each other, to learn from each other's experience through the Association as their agent. The leaders of the Association have always visualized their task as largely educational.

HOWARD BRAUCHER

September Days

Courtesy Eastern Division U. S. Forest Service

"Give me a crisp September morning for a tramp—one of those electric mornings after the first great change in the atmosphere that comes with the breaking of summer's backbone. It may be toward the last of September, or it may be at the very beginning of the month—seasons differ; but some time during September will come the first ideal morning to put on one's walking shoes and to start off on an all-day's tramp. Nothing less would appease that keen craving in your blood. The miles must ring beneath your walking stick. It is a joy just to leave them behind you." —*James Buckham*

Recreation Department, Winston-Salem, N. C.

BW.

School Play

By Charles F. Smith

Director of Scouting, Teachers College, Columbia University

Mr. Smith, author of "Games and Recreational Methods," has permitted the National Recreation Association to publish these extracts from a chapter of a book on games soon to be published.

A SUCCESSFUL teacher must have a thorough understanding of her appointed subject, but academic superiority alone is not sufficient to reach the hearts of children. A teacher's social qualities more largely influence character than does didactic learning. The teacher who would measure up to these standards should ask herself this question: "Where can I find a better opportunity to use and develop companionableness and sociability than by playing in the classroom or on the playground?"

Many teachers in small schools who are called upon occasionally to act as play leaders feel diffident about the undertaking because they have not had the advantage of thorough training in recreational leadership. For the benefit of such individuals it is well to have descriptions of games which draw upon experience to point out circumstances and conditions which are liable to occur to the confusion of beginners and ways to avoid them. It should be reassuring to untrained play leaders to know that the National Recreation Association, through its Department of Correspondence Consultation, will assist teachers who submit their problems.

Under no circumstances is a teacher advised to conduct classroom recreation single-handed. Why should she when she has a roomful of potential helpers? Willing as they may be, however, they cannot operate efficiently without training and organization. The following suggested outline for systematizing a classroom is easy to operate.

Classroom Recreational Organization

Row Groups. No time need be consumed in the classroom in selecting teams or choosing sides, as each row may act as a unit.

Row Captains. Each row may select its own permanent captain or game leader.

Record Keepers. Each captain may select one person in his row to act as his assistant and keep team records.

Property Man. One responsible worker in each row may take charge of the game equipment.

Officers' Conferences. The teacher should meet with the Row Captains about once a month to plan programs, coach the leaders and discuss current problems. The teacher should establish intimate informal relationships with this advisory board.

Appropriate Games. Mental recreation in the form of games has a legitimate place in the schoolroom as a supplementary means of teaching subject-matter, but the necessary physical recreation comes only through physical activity. Very active and hilarious games which would disturb other classes should be avoided. It is a mistake, however, to select games in which children feel an undue restraint because they cannot express the joy they feel; and such games have the further ill effect of soon destroying children's spontaneity and enthusiasm for schoolroom play.

Misrepresentation Destroys Interest. Games should never be paraded under false colors. To illustrate, a teacher might say, "We will now play Schoolroom Basket Ball, which I am sure you will like," and then proceed to explain a simple bean bag relay, concluding with dropping the bag into a basket. The children who know basket ball immediately feel that their teacher is trying to fool them, as they put it, and they usually become prejudiced against the game.

Rainy Day Games. Wherever possible physical games which bring the entire body into action should be played without unnatural restriction, but games of the less active physical type have an indisputable place in the schoolroom on occasion, especially on rainy days during long noon periods. This is the time to use paper and pencil games, tricks and puzzles which will engage the time of those who wish to play without annoyance to the teacher and pupils who wish to study.

Why Play in the Schoolroom? How many children can maintain good posture, concentrate intensely, abstain from whispering and other social communications throughout an entire day without physical and mental strain, particularly on a gloomy rainy day? Why does the nervous system reach the breaking point at the end of the day, as demonstrated by the increased tendency of children at that time to communicate, handle books and pencils needlessly, slump in their seats and quite generally manifest restlessness. Then, too, why are these things more annoying to the teacher later in the afternoon. The nature of these disturbances is as self-evident as the remedy.

Physical Activity a Remedy for Restlessness. When the class shows evidence of becoming unruly, let the teacher try as little as five minutes of physical activity with keen competition and laughter, and the proverbial "blowing off of steam" will be accomplished for both herself and pupils. The time thus spent, in addition to clearing the mental atmosphere of the classroom, gives the teacher an opportunity to enter the environment of the children so that they think of her as an approachable being sympathetic toward their ideas of work and play.

The following suggestions for teaching active games should prove helpful:

Leadership

Careful preparation of program and equipment—a logical sequence of activity—a clear but brief explanation of the games—encouragement of the play spirit—the development of leadership among the players, and the inclusion of all—these are a few of the elements of good leadership which make for success in the game program.

Attitude of Teacher While Leading Play

1. Create play spirit by appearing enthusiastic and happy during the play period. Children dislike an unhappy, pessimistic, negative play leader whose commands are a series of "don'ts."

2. Use a pleasing, yet firm tone of voice, without being dictatorial. Why want to play games "by the numbers," as soldiers are drilled?

3. When explaining an unfamiliar game, use notes and employ terms understood by all.

4. Elucidate the explanation of team games step by step by actual demonstration, using one team to execute the action immediately following the instruction. In other words, make the explanation a "talkie."

5. When the explanations are misunderstood, let it appear that the explanation was not sufficiently clear, rather than blame the players. Answer necessary questions courteously, but *do not encourage questions.*

6. Why blame children when they make mistakes? They usually do their best.

7. Permit and encourage the players to assist in planning the program. They participate more wholeheartedly when they feel they had a part in preparing the program.

8. Self-control and good sportsmanship need not be expected unless the example is set by the leader.

9. Either make capital of mistakes or overlook them. Appreciate humorous situations. Laugh at funny actions, always making it clear that the individual is not being laughed at. Laugh with the class. Everybody enjoys a joke without a sting.

10. Train and use as assistants those who display ability, including even younger children. It is ideal to let all pupils take turns in leading, but

practically it saves time and increases efficiency to train those who have native ability.

Courtesy Vacation Playgrounds, Board of Education, New York City

Many school grounds in our large cities provide much needed space for recess and after-school play and vacation playgrounds.

Game Technique

1. In a crowded room let alternate rows compete. Then let the winners of the "odds" compete against the winners of the "evens" to select the "Grand Champion Row."

2. Provide as much individual action as possible by using the seat-shifting method. For example, in blackboard games let the pupil in the first seat run to the board while the remaining pupils each shift one seat forward, and the first pupil, on his return, takes the last seat. In running games let the first runner start from the last seat, while the others shift back one seat.

In many relay races one or more players can be permitted to run twice to compensate for absentees or shortages. When this is not practicable use extras as assistants, umpires, judges, scorekeepers, time keepers, etc. To develop *esprit de corps* among regular teams it is unwise to ask a player to leave his own and join another row, thus competing against his regular teammates.

Recess Program Making

Before selecting games for recess program, the leader might ask himself:

1. Will the activity require more time than the period permits?
2. Does it have sufficient range to be playable by players of varying ages and abilities?
3. Does it engage all of the players practically all of the time?
4. Is it seasonable?
5. Is it so intense that the players may become overheated?
6. Is it so inactive that players may get cold while waiting for their turns?
7. Will it succeed under boy or girl leadership with but little adult supervision?
8. Is it so rough that players may tear or ruin clothing?
9. Is it a game of sufficient elasticity so that players may enter or leave at will?

Over-Supervision. If very simple games of low organization are selected for the recess period, there will be less tendency toward over-supervision. The leader of free play periods should be reminded that children should be given opportunity to develop initiative through wholesome recreation of their own choosing.

Over-Organization and Precision. The leader whose experience has been limited to schoolroom or indoor party games of the less physically active type must change tactics when leading recreation on the playgrounds. Here one of the principal factors of success is vigorous and continuous play. Sufficient rest during the short recess period is provided by forming and reforming teams and giving necessary explanations. New recess games should be explained briefly by the demonstrational method and carried on with all possible speed, every word of unnecessary discussion being omitted. To make the most of the short time, the instructor should, with enthusiasm and gusto, constantly stimulate the players to greater physical effort together with all consistent speed. There is no intention to discourage the organization-minded classroom teacher whom we wish to commend, but it must be considered that children may not at recess time enjoy the more formal type of highly organized games which in the classroom or gymnasium may stir them to enthusiasm befitting the occasion.

Secure the Confidence of Children. The inexperienced teacher who plays with children during recess periods may be shocked at some of their impulsive remarks and actions. This should not

prove alarming, for when allowed freedom of expression or when under tense conditions, children reveal their true selves and imitate their elders. When the teacher catches children off-guard, this, if ever, is the time to exercise forbearance, appreciate the situation, and rebuke them quietly and reasonably whenever the offense is serious. Be a companion rather than a policeman.

An ideal attitude of mind conducive to the success of a classroom reacher in the conduct of recess periods has been well defined by Henry S. Curtis in "Recreation for Teachers." Dr. Curtis says, in part:

"It is also necessary that the teacher should love those things that children ought to love, and do those things that children ought to do. The teacher with an enthusiasm for outdoor life will be, on that account, a more wholesome model to set before children. She will be more popular and more copied.

"Teachers as a body should resist any tendency to place the organization of play, especially at recess times, under physical directors. The teacher who can play with her children should find the recess no less relief than they."

Games of higher organization which boys and girls generally prefer require a longer play period. Games suitable for such play are quite numerous, but those under Ball Games are most desirable. Wherever possible athletic games should be given preference.

Leadership Develops Organization. The difference between two school recreation or recess periods,—one in which all are enjoying worthwhile games, and the other which shows the majority restlessly idle—supplies another testimonial for well-conducted leadership. Where there is efficient leadership there is organization. The teacher or principal confronted for the first time by the organization of a recess period need not hesitate on that account, for such a students' organization can be effected with surprising ease and simplicity.

Student Cooperation. To secure student cooperation in recess organization it has been found expedient to allow students to elect their own captains with power to recall them at the end of one month. This month becomes a trial period during which the captains so selected are systematically coached by teachers; and the invariable result is success, whether or not the teachers so engaged have themselves had previous expert training in physical education.

Captain System a Success. Conclusive evidence of the success of the "Captain System," as conducted in the Detroit Public Schools, may be found in "Health by Stunts," Pearl and Brown. Additional proof of the leadership ability of boys and girls is furnished by the patrol system of the Boy Scouts and Girl Scouts. Admitting the merits of Scouting's Troop and Patrol System, certainly our school teachers throughout the country have the ability to produce results that are equally praiseworthy. When considering the success of the organization cited we must not overlook the most important factors which contribute so largely to their success, namely: (a) a definite program, (b) just enough, and not too much, adult supervision, and (c) graded training courses for leaders.

For generations we have recognized the play leadership ability of boys, but we have been rather slow to appreciate that trained girl leaders are equally successful. And, why not? A precise statement of this apparent fact is found in "Health by Stunts":

"The method used so successfully with the boys,—that of introducing and teaching the selected activities by means of the captain and squad system,—was adopted for the Detroit girls also. The leaders are chosen and sent to regular training meetings and then given the responsibility of carrying out the program just as the boys are. There was some doubt about finding in girls of this elementary school age, the quality of leadership, and the results were therefore all the more encouraging, for they showed

In free play periods children need only a "starter" from the play leader. Their own initiative will do the rest.

Courtesy Vacation Playgrounds, Board of Education, New York City

that they could rise to the occasion equally as well as the boys. The development of leadership initiative, and self-confidence in the girls who are to have the tremendously increased responsibilities that women must carry in another generation is surely of vast importance. If they can be encouraged to think, judge, and act on their own responsibility, they gain an asset that should prove of great future value."

Training Boy and Girl Leaders

1. Establish an official organization, such as, Play Leaders' Club, which is recognized by the entire school.

2. A Leaders' Club could afford three adult advisers, each responsible for one of three periods,—

A. Recess periods during school hours

B. The period between morning and afternoon sessions

C. The period immediately after school

3. Play leaders may be recognized and encouraged by the award of a distinct insignia such as an arm band or ribbon.

4. Meetings called for the express purpose of training leaders, should be held regularly throughout the year, and quite frequently at the beginning, preferably once a week.

5. In the early stages of training, leaders need more encouragement than criticism. Later on criticism will be accepted in the spirit in which it is given.

6. The program for a leaders' training meeting may consist of three parts:

Part I—Very brief discussion of business matters

Part II—Brief check-up on games and contests conducted since last meeting

Part III—Greater portion of meeting devoted to actual practice and coaching in games to be played during next period of days or weeks

7. The entire school might adopt a Code of Sportsmanship, which should be stressed and explained to make effective the important objective of character training.

Suggestions for Code of Sportsmanship

1. Play fair and square.

2. Play hard to the end of the game. Be cheerful, don't quit in the middle of a game just because things seem to go wrong.

3. Never lose your temper, even though apparently wronged.

4. Be loyal to your team and your captain.

5. Respect all officials, even though their decisions are against you.

6. Never show disappointment. Congratulate the winner.

7. Win or lose, have a lot of fun.

8. Victory by deceit is loss of character.

Since one of the first steps in character training is the development of ability to differentiate between right and wrong, it is very important for each school to adopt its own code of sportsman-

From children's sand play to ball games for older boys. A typical scene on a school playground.

ship, upon which teachers can base their teaching and preaching.

Below is a suggested "Leader Ask Yourself" list of questions used by a Leaders' Club in the Speyer School, of Teachers College, Columbia University:

LEADER—Ask Yourself

"1. Do I know exactly what I want my class to do at each moment when I am in charge?

"2. Is my class organized so that each boy is responsible for some particular thing in each activity?

"3. In what ways is Speyer better because I am here? Because my class is here?

"4. Do I set the pattern for my class?

"a. Am I obedient?

"b. Do I do my work a little better than I am required to do it?

"c. Do I always play fair?

"d. Do I ever nurse a grudge?

"e. Do I ever threaten the fellows?

"f. Do I help the one who tries and fails?

"g. Do I try to help all the others, even the most successful ones, to improve on their own records?

"h. Do I keep my mouth shut when some one else is speaking?

"5. Can my class manage its own affairs in an orderly manner without help of some older person?

"6. In exactly what ways is my class cooperating with other classes to maintain and improve school spirit?

"7. Am I a leader?"

The development of pupil leadership is becoming widespread. Not only leadership in games and other playground activities, but junior leadership in safety projects and self government is making progress, as participation for all, not only in activities but, as far as possible, in their planning and management, gains recognition as the desirable goal.

A Few Typical Games

The following games are typical of the many games available through game books which have been published:

Holding the Line

Grades 5 *to* 8 20 *to* 100 *Boys* *Rough Variation of Pom Pom Pull Away*

This is a team variety of Pom Pom Pull Away, in which players are held instead of being tagged. It is popular during football season, but is recommended only when boys are appropriately dressed in football or roughing clothes. It is more suitable for after school play than for short recess periods, as it requires even sides and does not permit players to leave and enter at will.

The playing field is marked out the same as in Pull Away. The players are divided into two teams of equal number. One team lines up across the center of the field and the other lines up behind one of the goal lines. At the signal the individual members of the team behind the goal line charge across the field in an attempt to reach the opposite goal within thirty seconds. The players in the center of the field rush forward to meet them, endeavoring by catching and holding to prevent them from reaching their goal within the allotted thirty seconds. Time is called and the teams change places. At the end of an even number of innings the team with the greater total of players who have reached their goal within thirty seconds, wins.

Notes for Leaders. The person who acts as timekeeper may also keep score.

Two or three boys sometimes unite and concentrate upon the capture of some star player who is their hero. If for this or any other reason it becomes necessary to modify the element of roughness, it may be done by forbidding more than one player to hold an opponent.

Twelve O'Clock Midnight

Grades 1 *to* 5 8 *to* 16 *Boys and Girls* *Dramatic Tag Game*

This game, which is also called Fox and Chickens, will be recognized as a variation of Lion Hunt. It is designed for children in the lower grades. Until they learn it well it requires adult leadership.

One player is chosen as Fox, and stationed in the Foxes' den,—a circle large enough to surround all the players. The other children are Chickens and choose their leader, or Mother Hen, who makes a chicken coop (circle drawn on the ground) large enough to contain her entire brood. The two circles should be drawn about thirty feet apart.

The Mother Hen starts the game by leading her family, all holding hands toward the Foxes' den. She stops every five or six feet and asks, "What time is it, Fox?" He replies, naming any hour but twelve, midnight. The Mother Hen leads her brood still nearer and repeats the question. Finally, when the chickens are quite near,

the Fox suddenly replies, "Twelve o'clock, midnight," and chases them. They scatter and run for the chicken coop. All chickens tagged by the Fox before they reach their chicken coop must go with him to his den and help capture the remaining chickens. The last chicken caught becomes the Mother Hen and the former Mother Hen becomes the Fox.

Notes for Teachers. The dramatic possibilities of this game should not be overlooked. The Mother Hen may be coached to call her brood by clucking while the chicks pitter-patter along and respond by peeping.

The Fox must be coached to be a good sport and give the chickens a fair chance to escape, i. e., call "Midnight" and open chase before they get too close to him.

Stand Wall Ball

Grades 5 to 8 *6 to 16 Boys* *Low Organization*
Equipment: One Tennis or Similar Rubber Ball

This variation of Spud is a popular after school game among older boys. It requires a wall or very high fence and a soft rubber or tennis ball.

The players station themselves in front of the wall at any distance they may choose. One of the players, the Thrower, throws the ball against the wall between two real or imaginary lines parallel to the ground. As the ball hits the wall he calls the name or number of one of the players, who must catch the ball either on a fly or first bounce. The others try to block him just as football players block each other from receiving a forward pass, but they are forbidden to touch the ball. The Thrower continues, each time calling a name, until one player fails to catch the ball. All players then scatter and the one who failed calls, "Stand," and tries to hit a player with the ball, just as in Spud. If he fails, one spud is scored against him; if he succeeds the throwing continues until a second player fails, and so on.

Stump the Leader

Grades 4 to 8
6 to 16 Boys and Girls
Low Organization

Even so simple a game as Follow the Leader can be much improved by just a little adult guidance. As usually played, Follow the Leader provides little opportunity for anyone but the recognized leader of a group to show his superior abilities. In Stump the Leader everybody has a chance.

One of the less skillful players should be chosen for the first leader. He starts the game by demonstrating the most difficult stunt he can perform. He then stands by while the others try it, sending those who fail to the end of the line. The second player in line then tries to "stump" the leader by performing a feat which he thinks the leader cannot duplicate. If the leader succeeds, the stumper, having failed to outdo the leader, goes to the end of the line. If the leader fails he goes to the end of the line, and the stumper becomes the new leader.

Red Light

Grades 1 to 6 *Low Organization*
10 to 40 Boys and Girls

One player, who is chosen to be It, stands at the extreme end of the field or gymnasium with his back to the center. All other players are grouped at the opposite end. The one who is It counts up to ten as rapidly but as clearly as possible, then shouts "Red Light" and turns around quickly. While he is counting, the other players are running toward him, but as soon as he says "Red Light" they must stop at once and must not move while he is looking at them. If he should see a player moving, he sends him back to the starting line to begin again. Then he turns around again and the game proceeds as before. The first player who reaches the goal line on which the one who is It is standing, wins the game, and may be It the next time.

The game is a variation of "Ten Steps" in which game the players are supposed to go somewhere and hide, and it can be played either on the playground or in the gymnasium. It gives practice in quick action and quick muscular control; it encourages timid children to take chances; and it affords continuous exercise.

For Teachers

For the aid of the teacher and other workers with children untrained in play leadership, the National Recreation Association has prepared a number of publications containing very practical help. Among these are "School Play" (free), a pamphlet of elementary information; "Games and Play for School Morale" ($.25) with suggestions for graded games; "88 Successful Play Activities" ($.60); the "Conduct of Playgrounds" ($.25), and "Recreative Athletics" ($1.00). Many other sources of help are available. Write for lists of the Association's publications on recreation, music and drama.

Center Catch Ball

7th Grade through High School Equipment, 1 Basket Ball
10 to 30 Boys and Girls
Low Organization

Players stand in circle formation, with one player in the center. A ball is passed rapidly from one player in the circle to another, always being thrown over the head of the play-

(*Continued on page* 354)

Play Days in the School

Play day in its present form, with all it means of joyous participation for large numbers, has come as a welcome new development in the physical education program.

A GREAT deal of action by large numbers of enthusiastic, joyful boys and girls is one of the outstanding characteristics of a play day. Fun, happiness, emphatic expression of the ego and satisfying achievement are the results that come to each child who participates in play day activities. Obviously the leader of such a play day must have a clearly conceived philosophy of education, the ability to do accurate planning, a talent for persistent attention to details of organization, and a basic unending interest in the values and importance of play to children.

In the older track and field meets which were the precursors of modern play days, the number of participants was small and the emphasis was on individual achievement and the winning of championships. They were modeled after the meets held for intercollegiate competition in track and field sports, and served to stimulate and exploit a small group of superior performers, but they discouraged and practically prohibited the participation of most children. It is probable that some justification can be given for providing opportunities for specialized competition by the children with superior motor ability, but the commonly accepted principles of democracy do not warrant such a procedure until adequate provision has been made for the majority of boys and girls.

Planning a Modern Play Day

The plan of organization for competition in a modern play day takes into account the interests and abilities of children at the various age levels. Provision is made for a variety of activities and a form of organization that will make possible, under capable guidance and leadership, wholesome participation for every child. The programs for play days vary, each community usually making its own program and including features that are of particular interest to the group concerned.

These newer field days or play days have rapidly gained in favor during the past ten years, and a large number of cities and counties are now spon-

By Jackson R. Sharman, Ph.D.

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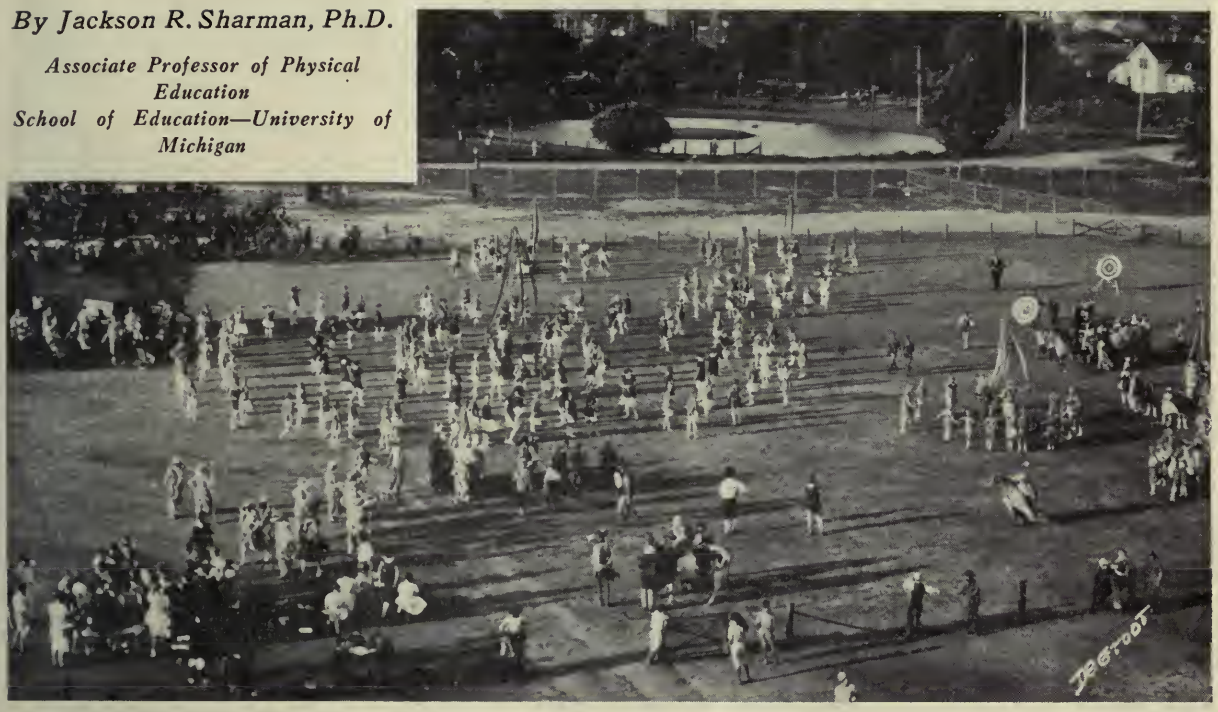

Recreation workers and physical educators are finding in play days important values for their program.

soring them each year. Several states, through the divisions of physical and health education in the state departments of education, have organized and promoted competition according to the play day plan and have been successful in securing participation by a large proportion of the pupils enrolled in the schools. Among the states that have been successful in this undertaking are Alabama, California, Florida, Minnesota and Ohio.

The form of play day adapted for high school and college women has been standardized to a considerable extent through the influence of the Women's Division of the National Amateur Athletic Federation. This organization has vigorously directed its efforts toward the elimination of inter-institutional competition for girls on a 'varsity team basis, and has suggested the play day as a desirable substitute for competition of 'varsity teams. The pattern for a play day conducted according to the ideals of the Women's Division usually provides for some school to act as host and to invite a number of other schools to participate. Each invited school is expected to send the same number of girls. After the visiting girls arrive at the location for the play day, they are organized into clubs or groups so that each girl will play on a team made up of girls from several different schools. The program extends over one or two days and usually includes participation in folk dances, team games, group games, relays, challenge contests, stunts, field events, swimming, posture parades and entertainment features. In the many institutions which have conducted play days of this type, the individuals who have taken part in them are enthusiastic about their values and possibilities. There seems to be no doubt that meetings of girls conducted on this basis have a place in our physical education and recreation programs, and that they have made an important contribution to the development of programs that are socially, educationally and hygienically sound.

Dr. Sharman, who was one of the pioneers in the promotion of the modern play day movement, speaks from long experience in the field of physical education.

In planning for a play day such as is conducted by many cities and counties, preparation of the program should be made several weeks in advance of the date for the play day. The program should include an accurate description of all the events and should be supplied to the schools

Courtesy Westchester County Recreation Commission

in order to secure uniformity of execution. Descriptions are needed because many of the events included in programs for occasions of this kind can be interpreted in several different ways.

The more formal track and field meet which emphasized individual achievement, superior performance and the winning of championships, is giving way in many counties, communities and school districts, to the more inclusive play day.

It is important that the field of play be diagrammed to show where each group will assemble and the exact spot where each event will take place. A satisfactory method of diagramming a field is to make a checker board of the area by running white lines lengthwise and crosswise of the field about ten yards apart in each direction. The lines running lengthwise should be numbered and the lines running crosswise should be marked by letters. After a field is marked in this way it is easy to designate any spot on the field by referring to the intersections of lines. The diagram of the field should be reproduced by blue printing or mimeographing, and copies should be sent to each school or group invited to participate. It is essential, furthermore, that specific and detailed directions be furnished to all teachers or leaders. These directions should explain where each group is to assemble, where its members are to stay when not participating, how each group is to proceed in getting on and off the field for the various events, and how the children will be returned to their home communities and dismissed.

Teachers from the schools participating in the play day should be used as officials. By following this plan it is possible to give the officials some training and instruction in advance and to have available a satisfactory number of intelligent conscientious persons.

In regard to such equipment as balls, bats, nets, ropes, wands, and batons, the simplest and easiest arrangement is to ask each group to bring with it the necessary articles and to be responsible for taking them safely back home. Heavy articles that are difficult to transport, such as jump standards, balancing beams and basketball goals, should be provided by a committee appointed for this purpose.

Grouping the Participants

There are two methods of grouping children for participation, and each method is used in about the same number of situations. One is for each school to divide the pupils into about six color-clubs or groups before the children leave their home community. This arrangement permits children who are assigned to each color-group to play and compete on the same teams with pupils from other schools who have been assigned to the same color-group.

The value of this plan is that it permits children to make wholesome social contacts with children from other communities. The disadvantage of the method is that the technique and skill of playing is somewhat low when teams are organized in such an informal manner without opportunity for previous practice.

The second method is for each school to organize teams and groups for each of the events on the program in advance of the time set for the play day. The plan permits groups from the different schools to play and compete with groups from each other school. The advantages of this arrangement are that it is easier to administer the program and the quality of performance is better because the members of each group have had opportunity to practice together. The disadvantage is that teachers and pupils are likely to over-

(*Continued on page* 350)

H. Armstrong Roberts

There are valuable lessons learned in football and other major games which vitally affect the boy's later life.

Moral Lessons From the Great Team Games

By Joseph Lee, LL.D.

SOME things are taught inevitably by the great team games of which football is the type, others may fairly easily be taught, and still a third class can be taught but only by people possessed by the truths that they would teach and with the aid of high tradition. Both of these favorable conditions I think are necessary.

First: Through the inevitable stress of these major games something of courage and persistence and of that combined strength and elasticity of purpose that wears best and is most unconquerable is certain to be taught. A football player, in carrying out a difficult and complicated assignment involving movement accurate to an inch and timed to a split second combined, with readiness to meet sudden emergencies with instant and

decisive action, receives a training most valuable in all of the affairs of life. He has passed a milestone in the growth of character.

Team sense, also, the fusing of one's individual personality in a larger whole, will be taught in football and measurably in other of the major games—taught at least to almost everyone. Some, it is true, are born prima donnas and with difficulty sink their histrionic bias in the inspiration of a common purpose.

These are great and valuable lessons—courage, address, team play—the basis of effective life, the germ of patriotism. They are valuable especially to our modern youth, turning him toward active life in place of the passive existence of perpetual entertainment and sensation so prevalent today.

Board of Recreation, Tampa, Florida

The teaching of fair play and of chivalry—by far the most important lesson as it is also the most difficult.

And lessons taught by games are really taught. They are set by Mother Nature and are inculcated by her favorite school masters, the vital instincts—instincts that taught our fathers through the many thousand years of man's apprenticeship the things that he must do to live. These are our earliest voices, speaking with an authority that no human schoolmaster has possessed. To them the child's whole nature is attuned. At their call the forces of his body and mind are mobilized and he outdoes himself, is carried each day a little further toward what nature intended him to be. It is the deepest experience that leaves the deepest mark, and it is to play that we must chiefly look for the forming of man's mind and character. The chief function of the human teacher is to let alone. We outsiders can provide the playground, games, even much valuable suggestion, but when the game is on we must, within wide limits, let it play itself. Nature, in order to inculcate the hard and vital lessons that she has to teach, must be free of interruption from the school committee.

And there are other lessons that play itself will teach—the making of special rules for instance, whether over the fence is out or just which stone or piece of wood does actually constitute first base. And there is the making of judicial decisions and enforcing them—somehow deciding, by force of lung or arm or otherwise, whether a particular player is out or safe, and in general what is or isn't fair. To a great extent, though not altogether, the best thing for the development of character that the grown-up leader can contribute is his absence.

And there is an inter-team or international law in games. The game itself is international. There is no use trying to play unless there is agreement on the rules. And there is no use even then unless there is some provision for enforcement. There must be not only international law but there must be an international tribunal. An international legislature is also necessary as the game develops. These institutions all exist, and groups of leading players, present as well as past, find themselves legislating and passing judgments on matters in which their own teams or their own institutions are involved. Nor does it appear that those who are most loyal to their own team or group are least so toward these inter-team institutions upon the full functioning and acknowledged authority of which the very existence of the game depends.

Second: It is comparatively easy to teach a boy to be a good loser and a good sport. These lessons, indeed, are learned by most boys in their games without the need of teaching and belong in large measure to Class One previously mentioned.

Then comes the third class—the sort of thing that can be taught, but only under favorable conditions. Of this class of teaching, fair play is by far the most important as it is also the most difficult. Many people will be shocked at being told that fair play does not come natural, that boys are apt to cheat or take unfair advantage in their games. Such things seem to us improbable when in the calm detachment of our grown-up life we think of the very decent set of boys whom we know. But if we happen to be watching a game in which our own college is engaged we sometimes become awart of tendencies within ourselves that give us pause. We all believe in fair play, of course, even in chivalry toward opponents, but we do not always exemplify these virtues at a football game.

And if we cannot always feel and act according to our own ideals, how is it with the boy in a crucial game? Suppose you were back in college and were playing fullback in the final game against your dearest rival. And suppose that an opponent is about to score what looks like the deciding touchdown and that you can stop him by some act contrary to the rules but which you think the umpire will not see. Would you, rule or no rule, stop him all the same? Will you save the day for dear old Pocohontas or will you be the unknown hero of fair play? Such choices—though not always quite so momentous in their consequences—are presented to our boys every day. Nor to the boy's moral sense and power of discrimination is a clear-cut alternative presented between the good course and the bad. He is subjected to that conflict of moral purposes that is the essential element in tragedy.

Yet often the right choice is made usually.

A friend of mine who was captain of a college team played, in the great games, opposite a man who was regarded as the fiercest of the other side. He told me that this man would not, seen or unseen by the umpire, break by a hair's breadth a rule of play. And this was in the old days, back in the 80's, when almost any sort of play, within the rules or otherwise, was often countenanced provided that it made for victory. There are such men on every team, and always have been.

How can such an attitude be taught? In the first place, there is, once more, the virtue of the game, a rule above the rules that belongs to it as an institution. There is much talk against professionalism but there is a deeper professionalism among both professionals and amateurs that is the salvation of the game and of the players, just as in a soldier there is the honor of the uniform; in the church, the honor of the cloth; in law and medicine, a professional standard that cannot be bought. Such is the meaning of professional. Such is the great law—play the game. In the professional, too, there is a pride. These things we do not do; such advantages we will not take; rule or no rule, win or lose, they are not within our program.

And there is chivalry. There grows from common service of the laws of sport a respect for your opponent that will decide your attitude and your manners toward him.

The game, pride, chivalry. And behind them there is the little group, the small company, in this case, the team, which without written laws sets up unformulated standards that are final. Such was the Round Table. Such were the peers of Charlemagne, the monks of Cluny. Such were the little groups to which the Greek philosophers attributed the higher growth of morals. It is through such groups, combined with noble leadership, that all rules of behavior, transcending in authority all laws and formulas, have come to be; and few have such intensity of experience in the application of their laws as has the football team. Its standards are the fruit of practice, not of theory. They are hard wove, likely to endure.

And finally, taking on supreme authority, there is the conscience of the individual, the sense of honor, the one great gift we owe to chivalry. It is the apotheosis of the game, attainment of that higher spirit of the team that will oppose the team itself in reverence for what it stands.

It is this spirit team games help build up.

"The guardians of the child have the duty to present in their own lives such patterns of honesty, sincerity and courage as shall challenge the child's emulation. In an age when mechanical devices bring distant wonders, and the spread of wealth provides ease and comfort beyond our wildest dreams, it is of the gravest importance that all adults realize that by no such trickery is the matter of wholesome life produced. It is only in the example of sincere living that the child finds the dynamic impulse for his own wholesome development."—From *Report of Committee on Delinquency, White House Conference on Child Health and Protection.*

Education of the Emotions

By George E. Johnson

Graduate School of Education,
Harvard University

"A school may have buildings, playgrounds, equipment, a wealth of material devices, favorable organization, a staff of a dozen experts and specialists, and even have the title, 'Progressive School' carved in stone over its portals, and yet be a dead school. And a school suffering from the lack of all these advantages may yet be a progressive school. Why? Because there is a progressive captain in the pilot-house and a progressive crew on the decks. If this be treason, make the most of it!"—Arthur C. Perry, Jr., in Progressive Education.

THE emotions which, in the last analysis, are the generative forces back of all behavior, are but slightly appealed to directly in the ordinary school subjects. So far as conventional instruction goes, the emotions are about as little an object of concern in education as they would be if educators had never heard of them. Where in book instruction, at least, shall we find exercises and direction of the deep-seated passions that control human conduct, love, hate, desire, fear, anger, disgust, sorrow, sympathy, elation; or for the emotional expression in situations involving rivalry, risk, sense of fairness, self-assertion, cooperation, sacrifice, loyalty? Effectual expression of these lies in motor activity and the more direct the circuit between emotion and action, the more intense is the educational experience. Theater going, for example, may stimulate the emotions. It may suggest ideal action with relation to emotions, but it cannot train the emotions. Public education is, perhaps, the weakest in this matter of training emotions. Play, since it harks back to old foundations, to old roots of both body and soul, and includes activities involving the emotional elements I have previously mentioned, is almost our only hope of adequate training of the emotions. It offers almost the only field where, with reference to the deep emotional elements of character, children and youth may become "doers of the word and not hearers only." . . . Perhaps the most fundamental problem in education, especially in a democracy like ours, is the conditioning of the emotional life of children and youth to right expression in individual experiences and in social relations.

Now it is in the activities of play that these deep emotional states are aroused under conditions approximating those of their more primitive expression in uncivilized man. It is here we find opportunity to train and direct these emotions under stress with reference to social needs and ideals. It is here the very war-dogs of man's character are at the same time invigorated and made

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"It is the co-mingling of these two elements—the predictable, the recurring, the familiar, with the unexpected, the unpredictable, the novel, that makes the world for us as we, in education, face it. Education is not a preadjustment to a foreseeable life, but lies in such adjusting and controlling as bring better conscious control and better habitual management of the familiar and habitual constituents. Man's thinking is the unique factor in this control. At the present time change is more rapid, more pervasive than ever before. All acting, all conduct, is a building of the self, whether as thinking, or feeling, or bodily movement. The whole organism gets into each response."—William H. Kilpatrick.

Drama in the School

By Mabel Foote Hobbs
National Recreation Association

"I do beseech your Grace, let me the knowledge of my fault bear with me."

BY giving a definite place to drama, the high school has solved many problems presented by another extra-curriculum activity. The dramatic method of teaching, whether it be in reading, geography, or history, has taken care of drama for the smaller children. But the group of children who seem to be neglected are those from ten to high school age. To these youngsters, drama is just a "poor relation" whose merit is grudgingly recognized and to whom attention is paid with equal reluctance.

"For my part I'd rather bear with you than bear you."

If a play is to be given, the cast finds no time allowed for rehearsal during the school day, so it sacrifices a part of its precious after-school hours. And, for the child of junior high school age, this sacrifice is made not without great effort. After all, *playing,* not *play-acting,* is the important thing to him, when he has been dismissed for the day. Being in plays holds a certain lure for him, but after a day filled with classes, the lure of acting is considerably lessened when compared to the attractions afforded by a spirited game of baseball on the schoolyard, a game of marbles with the boys on the block, or even "making something out in the garage." Criticism of the child can not very well be made. What adult, after working all day in the office, would joyfully contemplate staying on for several hours to act *Peter Grimm* as a part of his *work?* The child, after his lessons are finished, feels that all labor is ended. It isn't as if he were a college athlete training for the big game of the season. And, if he were, athletics as extra-curricular activities taking up a disproportionate amount of the time and energy of students have been justly criticized.

A plea for a place for drama in the school curriculum

"I will kill thee a hundred and fifty ways; therefore tremble and depart."

Another problem which faces drama in the junior high school is that of competent direction. Too often a tired teacher whose particular job anyway is instructing in chemistry, has charge of the rehearsal. That the English teacher should, perhaps, have charge of play direction has been suggested. That is hardly fair. She no doubt has just as much work as the other teachers. And the fact that she can teach reading and composition does not insure her competency as a director of drama any more than a man's ability to play the violin insures his capacity to give lessons on that instrument.

Why drama should be disinherited from the school curriculum just when the child would be greatly benefited by the sportsmanship and teamwork training gained through participation in plays, to say nothing of the benefits to the child in poise and voice culture, is a puzzle. From ten to the early teens, children begin to ask for the organized formal drama. No longer are they satisfied with the pure creative freedom of their own imaginative plays, when they might change from a mouse to a lion simply by saying, "I am a mouse. Now, I am a lion." Nor are they satisfied with the dramatized story. It begins to be rather silly to pretend to be Washington crossing the Delaware, as a dramatic paraphrase of the written page in the history book. What these children do want is a real play.

Lacking time for the development of the longer plays, junior high school children and their teachers will find a wealth of fine dramatic material in the very short plays. These require a minimum of rehearsal and satisfy the children's wishes and needs for formal drama. Further, these short plays fill the gap between the informal drama of early childhood and the dramatized story of the first years of school. Being definitely organized in structure, these plays prepare the child for the professional plays which practically every high school feels it must produce as the "Junior" or "Senior play." Most Broadway successes, esoteric enough for the country at large, are potential plays for the high schools. Without any preparation for these plays in the intermediate grades and junior high school, it is rather foolish to expect the child in his junior or senior year to walk the boards as a professional actor.

Charming scenes from "As You Like It" presented by the children of Friends' Seminary, New York City.

Very short plays in the junior high school, prepared under the direction of a competent teacher versed in dramatic technique, will go a long way towards solving the problem not only of giving the children the benefit of drama in the intermediate grades and the junior high school, but the problem of the high school in Janesville or Middletown which is trying to produce either a Broadway or Little Theatre play with possibly one or two in the cast who can really act.

A Few Plays for School Production

The following is a suggested list of plays for the in-between age. It is difficult to make a definite demarcation between the plays of the child of ten and twelve, and those of twelve and fourteen. The twelve year old can often participate in the plays suitable for teen age, but frequently finds as much pleasure taking part in the less sophisticated plays for the younger boy and girl.

For Children 10-12 Years of Age

Book of Marionette Plays by Anne Stoddard and Tony Sarg. Marionette plays are exceedingly popular with younger children. The book contains Red Riding Hood, Jack and the Beanstalk, Hansel and Gretel, The Singing Lesson, and Rip Van Winkle. Hansel and Gretel and Rip Van Winkle are especially recommended. Greenberg. $2.

Child's Book of Holiday Plays by Frances G. Wickes. A splendid collection of plays for the New Year, St. Valentine's Day, May Day, Hallowe'en, Thanksgiving and Christmas. The Christmas Jest found in this collection is one of the most beautiful plays ever written for children. Macmillan. 80c.

Elf of Discontent and Other Plays by Rita Benton. A collection of nine plays which have proved popular with children of all ages. The Happy Prince especially recommended.

Eight Little Plays by Rose Fyleman. An unusual collection of whimsical plays. Includes Darby and Joan, The Fairy Riddle, Noughts and Crosses, The Weather Clerk, The Fairy and the Doll, Cabbages and Kings, In Arcady, and Father Christmas. Doubleday, Doran and Co., $1.25.

Fernseed in the Shoe by Ethel Van der Veer. 9 characters. Easily adapted to a cast of girls. A romantic young lady of mediaeval times puts fernseed in her shoe, thinking to see fairies. She meets instead, not the prince of fairy land, but the very prince of the realm. In addition to an interesting plot, this little play is valuable for its poetry. French. 35c. Royalty $5.

A Garden Cinderella by Edith Burrows. 2 acts. Plays 1 hour. 11 characters and extras who may take the

parts of flowers and insects. Little Green Worm, scored by the flowers, becomes a beautiful moth. Penn Publishing Co. 25c.

George Washington Plays edited by A. P. Sanford. 16 plays based on the life of Washington. For the patriotic program we recommend this book to the school director. Especially helpful for the George Washington celebration of 1932. Dodd, Mead and Co. $2.50.

House of the Heart and Other Plays by Constance D'Arcy Mackay. Ten short one-act plays, with suggestions for staging, acting and costuming. The book contains The House of the Heart, often called the most popular children's play. Holt. $1.50.

How the Elm Tree Grew by Marion Holbrook. The play is based on the fact that many trees now growing in New England were brought to this country as seedlings by the Pilgrims and other early settlers. Interpretive dance may be introduced. National Recreation Association. 20c.

Little Plays by Lena Dalkeith. Short plays with small casts. Contains Princess and the Swineherd, Alfred and the Cakes, a splendid Robin Hood dramatization, Scene from Uncle Tom's Cabin, and a longer play entitled Sir Gareth of Orkney. Dutton. $1.

Little Plays for Little People edited by A. P. Sanford and Robert Haven Schauffler. This book contains 28 plays based on holidays and festivals. A number of them are well adapted to school use. Dodd, Mead and Co. $2.50.

The Masque of the Pied Piper by Katherine Lord in "Plays for School and Camp." 12 speaking parts and extras. Unusual adaptation of the famous Piper. The book contains several other excellent plays. Little, Brown & Co. $1.75.

Patchwork Plays by Rachel Field. Contains Polly Patchwork, Little Square-Toes, Miss Ant, Miss Grasshopper and Mr. Cricket, Chimney Sweeps' Holiday, and The Sentimental Scarecrow. All new and delightfully whimsical plays for camp use. Doubleday, Doran and Co. $1.25.

One Act Plays for Young Folks edited by M. Jagendorf. A collection of thirteen plays by well known artists. All are popular with children. Suitable for school and club programs. Brentano's. $2.

The Princess Whom No One Could Silence. A Norwegian folk play. Excellent parts for boys. 8 characters. Drama Bookshop. 25c.

Safety Plays. The Education Division of the National Safety Council has published several safety plays which have proved very popular with schools and clubs. How Knowledge Driveth Away Fear, Bruin's Inn, and The Lost Camping Place especially recommended. 25c each.

Short Plays edited by Webber and Webster. A splendid collection of 20 short plays with supplementary suggestions for producing. The Stolen Prince, a Chinese play by Dan Totherch, and The Boston Tea Party by Constance Mackay are especially recommended. Houghton Mifflin Co. $1.28.

Short Plays from American History and Literature by Olive Price. Volume I contains five plays from early American history, an Americanization playlet and a commencement pageant. Price $1.25. Volume II includes seven historical plays. Fresh angles and artistic treatment make these little plays unusually delightful.

For Children 12-14 Years of Age

The Blackbird Pie by Clayton R. Wise. As few or as many characters as are available. Plays 45 minutes. Costumes are easily made from crepe paper. A colorful and intriguing dramatization of Sing a Song of Sixpence. Baker. 25c.

The Captain's Dilemma by Marion Holbrook. 1 act. 2 boys, 3 girls. A new interpretation of the courtship of Captain Standish. Good assembly material. All girl cast possible. National Recreation Association. 10c.

Dramatized Literature by Mildred Allen Butler. A collection of nineteen short plays prepared for classroom use. Includes such titles as The Return of Rip Van Winkle, The Mad Tea Party, and The Pauper Becomes a Prince, from Mark Twain. Harcourt, Brace and Co. $1.00.

The Dyspeptic Ogre by Percival Wilde. 1 act. 10 boys, 9 girls. Boy Scouts rescue a larderful of little girls from the ogre's kitchen and the ogre learns that for years he has been eating Irish stews instead of little girls. Baker. 35c. Royalty $10.

Flying Colors by Mabel Travis Wood. A one-act play for high school students, dramatically presenting the part that Tom Brace's interest in the safety of the citizens of Centertown played in electing him mayor of the city. 5 characters. Education Division, National Safety Council. 25c.

Forty-Minute Plays from Shakespeare by Fred G. Barker. A dozen excellent cuttings especially adapted to school use. The Macmillan Co. 80c.

The Gooseberry Mandarin by Grace Dorcas Ruthenburg. 3 men, 1 woman. The amusing tale of a Chinese mandarin whole ancestors have planted only gooseberries in the garden and who secretly yearns for a banana. French. 35c. Royalty $5.

The Happy Man by M. E. Irwin. 1 act. Outdoor setting. 6 girls, 8 boys, extras. The story of the king whose only hope for recovery from a serious illness was to wear the shirt of a happy man. When the happy man was found he had no shirt. May be rehearsed in parts. Oxford University Press. 20c.

The Knave of Hearts by Louise Saunders. 1 act. 8 boys. 2 girls and extras. The Knave of Hearts becomes a thief in order to conceal the fact that the Lady Violetta is a disgracefully bad cook. Longmans, Green and Co. 50c. Royalty $5 if no admission is charged; otherwise, $10.

The Last Voyage of Odysseus by Perry Boyer Corneau. 2 acts. 4 boys, 2 girls and extras. Odysseus, when a very old man, plans a second voyage with the children. Old Tower. 40c.

Magic Lanterns by Louise Saunders. Figureheads, especially recommended, is a short play for three boys and two girls. It is the story of a temperamental princess who is wooed by a prince in the guise of a fisherman. Also contains Our Kind, Poor Maddalena, See-Saw, and King and Commoner. Charles Scribner's Sons. $1.50.

Nevertheless by Stuart Walker. 1 act. 2 boys, 1 girl. Two children and a burglar discover the meaning of "nevertheless." Appleton. 50c.

The Pie and the Tart by Mathurin Dondo. 1 act. 4 characters. Exterior. Two vagabonds secure a toothsome meal through a bit of dextrous thievery executed with nimble Villonesque humor. The one woman's part may be played by a boy or the lines may be spoken behind the scene. Appleton. 50c. Royalty $10.

Plays for Young People by Florence Anne Marsh. A collection of plays written especially for junior high school students. The book contains 11 plays; 3 excellent Shakespearean cuttings including the Taming of the Shrew, Merry Wives of Windsor, and the Comedy of Errors, as well as a short dramatization of Robin Hood, Kidnapped, The Bishop's Silver Candlesticks, Rip Van Winkle, and other popular stories. A collection which will be welcomed by all teachers. Allyn and Bacon. 80c.

Two Blind Men and a Donkey by Mathurin Dondo. 1 act. 6 characters. Exterior. A clever comedian extricates two blind beggars from a dilemma. Appleton. 50c. Royalty $10.

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Correlation of Recreation and Academic Work

Vacation Playgrounds, Board of Education, New York City

The modern school is making its contribution to the solution of the problem of the right use of leisure.

By Alfred O. Anderson

Director, Health and Physical Education
Public Schools, Kansas City, Missouri

SCHOOLS of today, in training boys and girls for social efficiency, are necessarily giving considerable attention to a recreation program. Not only the mental life of the children is given emphasis but their whole personalities, social, moral and physical, as well as mental, are enriched with the view of preparing them for complete living in a democracy such as ours. In this preparation no item of their training is emphasized more than are the recreational activities. Nothing surpasses in importance the play activities, the club affairs and the numerous extra-curricular functions, indoor and outdoor, which give opportunities for self-expression and social relationships. These functions are a definite part of the educational scheme in the modern school.

This type of school is going one step further by correlating the recreation program with the other subjects of the curriculum. Since the attainment of social efficiency is one object of education it is maintained that practically all subjects can contribute something to the solution of the problem of the right use of leisure. Furthermore, this school assumes the logical responsibility of making it possible for its graduates to practice a sane recreation program under school supervision after the days of formal learning are past. So we have come to look upon our public schools as institutions that establish habits and knowledge of recreation through planning of extra-curricular, curricular and post-curricular programs of leisure-time activity.

Mr. Anderson, Director of Health and Physical Education, Kansas City, Mo., formerly had charge of the community centers of the Cleveland Board of Education. His conception of the responsibility of schools for training for leisure comes from experience in both school and community recreation.

Extra-Curricular Activities

The extra-curricular program offers the richest field for the development of rec-

reation habits. Clubs and teams are the media used. Through a competitive game series from the fourth grade through high school a wonderful opportunity is opened up for the average boy and girl to become recreation minded. No better opportunity exists for combatting spectatoritis and the other diseases of this nervous age than to give every boy and girl the chance to play a favorite sport.

Development of responsibility in the use of play materials comes with appreciation of play values.

In the elementary school the plan is worked out of having at least one boys' team and one girls' team in each room. These teams, grouped two grades to a league, play before school in the morning, during the recesses, at noons and after school in directed schedules of such games as newcomb, batball, dodgeball, endball, volleyball and baseball. For the supervision of such a program two classroom teachers with special training and extra compensation are secured. Assistance in teaching and officiating the games is given by the principal, the physical director, the other classroom teachers, and even by junior and senior high school students. The results of such an officially organized extra-curricular program in the elementary grades are evident when compared with the haphazard playground turmoil of the old type school. When following such an organized play program, the school is not only preparing children for complete living, but the children are actually enjoying rich experiences while yet in school.

In the secondary school a similar program of after-school athletic recreation opportunities is worked out with the home rooms or the gymnasium classes as a basis for the competition. Hundreds of teams, instead of one or two, are giving every boy and girl a chance to play the major athletic sports of the day. Only the lack of courts and fields and the exaggerated emphasis placed on the varsity teams are preventing a further expansion of this wholesome portion of the school recreation program.

Although teams representing the physical recreation activities are considered most important, it must not be forgotten that other clubs sponsored during the home-room periods and after school also offer rich opportunities for the development of hobbies in a variety of forms that have splendid carry-over values. Bands, orchestras, glee clubs and dramatic groups, clubs in handicraft, model aeroplanes, art, first aid, collecting and photography, harmonica bands, literary and social clubs are samples of the multitude of faculty supervised recreation opportunities offered by the modern school. Inter-club affairs and school functions such as banquets, socials, dramatic, literary and music festivals, as well as dances, bring the entire school together for mass recreation on school premises and with the co-operation of a recreation-minded faculty.

Extending even beyond the confines of the school there are projected clubs for hiking, archery, horse-back riding, bowling and skating. All these efforts are designed to give the boys and girls a training in social efficiency through the establishment of wholesome recreation habits. All of this broad athletic program of intra-mural athletic teams, all of this scheme of club and school activities prepare for a wholesome and constructive use of leisure hours,—the leisure hours boys and girls are enjoying while at school, as well as the spare time that will be theirs when school days are gone.

Correlating the Curriculum With Recreation

But the efforts to build up a recreation program

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Leisure and the College Curriculum

By Bernal R. Weimer, Ph.D.

New emphases, and changes in the content of certain courses are necessary if youth is to learn to live—not merely to make a living

WITHIN the past few years there have appeared several challenging books on the problem of leisure time and how to use it most effectively for the enrichment of the individual and the welfare of society. Not only economists and sociologists but educational authorities are recognizing the importance of this problem. Dr. Goodwin Watson in his suggested reorganization of the high school, *The World Tomorrow,* 1930, would create a department of leisure. He further states that the "really challenging task for education is the enrichment of leisure."

It would be highly desirable for the various departments of the colleges and universities to realize the importance of leisure and, if possible, make some definite contribution toward solving the problem of increased and often misused and abused leisure. However, in this day of standardized pre-professional and professional courses with the consequent emphasis on the purely vocational, there is little wonder that the content and aim of most college courses have shifted to the purely practical, economic, fact-accumulating end. The student is being trained only to make a living—not how to live.

Dr. Weimer, who is Professor of Biology, Bethany College, West Virginia, visions a college curriculum which will train men and women in the art of living and the wise use of leisure.

Planning the Curriculum to Meet New Needs

If curriculum changes are planned to meet this need, the content and the procedure followed in such courses must of necessity differ in some respects from the usual "line run" of courses. A new technique becomes imperative. A course with avocational objectives cannot make use of the set, formal lecture type of instruction. Any influence with a tendency to deaden or restrict freedom must be removed. The spectre of "grades" must be securely locked in the closet and the greatest possible allowance and freedom given for the various individualities touched. To be most effective, the content of the courses must appeal to the individual—"spirit, mind, and body"—and must have carry-over qualities for use in later years. It should outline and arouse an interest which would involve little expense to pursue and, finally, it must be absolutely free from any economic urge.

A general survey shows several fields which appear to offer material to meet this new need provided the emphasis is shifted somewhat. These fields are Directed Reading,—call it literature if you like—Music, Dramatics, Art, Natural Science and, of course, Athletics or Physical Education.

In reading or literature courses having as an aim the use of leisure, the pupil or student must be guided to read because he wants to read, because he enjoys it and because it is more fun than loafing. What shall he read? The best in literature, certainly—*provided he enjoys it.* Enjoyment and pleasure, and freedom of choice are some of the primary requisites of leisure time courses. Read to improve yourself? Twaddle! Read to make more money? God forbid! Read to confound enemies and make envious friends even though you are bored to tears? Never! To quote Dr. Goodwin Watson *(Progressive Education)*, "If Wordsworth and Milton bore him (the student) it is more wholesome and sincere for him to work out his units in modern magazines than to pretend a liking for something that

is recommended only by the approval of tradition. For many people the ability to discriminate among articles and stories in popular magazines, novels, plays and picture shows may be more important than a nodding acquaintance with standards of excellence they never use and cannot appreciate."

Much has been written about the influence of the dime novel and the wicked Wild West on the waywardness of youth and late childhood. Yet anyone who has experienced it will not soon forget the thrill which came from reading one of these adventures while hiding away in the attic or in the "spare" bed room. It is true beyond doubt that misused leisure is a more potent factor in making gangsters, racketeers, and others of their breed than are the books they have read. Now it is not advocated that the above mentioned writings be made a part of a college reading course, although I must confess that some of our classics and best literature are more blood curdling and present more sex problems! The emphasis in a leisure course must be on tolerance, sympathy and mutual understanding, even at the sacrifice of tradition and authority in literature. A true solution of the leisure time problem consists partly in furnishing folks with something they like to do and enjoy and which, while it may not offer any positive benefit to the individual and society, certainly offers no harm. In this day of lawlessness, of ruthless disrespect for life and property, any remedy is worth trying. In the words of Lowell, reading "is the key which admits us to the whole world of thought and fancy and imagination, to the company of the saint and sage, of the wisest and the wittiest at their wisest and wittiest moment. It enables us to see with the keenest eyes, hear with the keenest ears and listen to the sweetest voices of all time. *It annihilates time and space for us.*"

Courtesy Detroit Department of Recreation

"One must try to draw or paint a picture, mix some colors, make some daubs—before a Rembrandt or a Titian will give its fullest measure of appreciation."

Old Subjects With a New Emphasis

Music, art, dramatics, and athletics are the traditional and best developed fields from the standpoint of leisure time activity. Yet a new emphasis needs be placed on music and dramatics in this day of the radio and the talking picture lest these valuable units in a leisure time curriculum arouse less interest and support when the economic emphasis is removed. "Canned music," "canned voices" and "canned acting" can never replace the actual artist. Yet the curricular organization of such courses must be such that anyone with the slightest desire to enter these fields can do so. Too often dramatic, art and music courses are so hedged around with prerequisites that only the favored few who have already been initiated, can enter.

At the same time, the goal of such courses should not be appreciation, but participation. The deepest appreciation and enjoyment of either art or music comes only after one tried to do something of the sort himself. Real understanding of a great symphony or a great orchestra can come only after you have tried a slide on a trombone or drawn a screetch from a violin.

The same is true of art. One must try to draw or paint a picture—mix some colors, make some daubs—before a Rembrandt or a Titian will give its fullest measure of appreciation. From the standpoint of a leisure time program, participa-

tion must be the watchword. Something to do.) Work which will carry over from school days to real life. It may be objected that this is the work of the grades. So it is, but on a higher level, just as our other College Courses are grade school courses on a more mature plane. Elementary work is designed to correct social abuse of leisure time by little fingers and voices. These college courses are designed for bigger fingers and deeper voices.

The field of Natural Science affords the background for a college course which has the qualifications previously suggested for the leisure time curriculum. For such a course the world roundabout would serve for both laboratory and classroom. This of itself would make for that natural freedom which is so desirable and bring the added interest which is always attached to something alive.

The advice of Agassiz to "study Nature, not books" has been with us a long time. So long, in fact, that its very familiarity has bred in us a sort of contempt for its wisdom. The consequent result is that instead of studying nature at first hand under natural conditions, there has been set up the largely artificial conditions of the laboratory. Today it may be truly said that biology is not only too formalized but entirely too "formaldehyzed" as well.

Bethany College Plans Its Course

Perhaps it may be of greater interest and make for more objectivity if a course of this type were outlined. Such a course is offered at Bethany College and styled in the catalogue of the institution as *Our Outdoors*. The catalogue statement specifically states that the course has no practical or economic aim but is outlined as "a series of field studies on plant life, animal life—particularly ornithology and entomology—physical geography, and training in the essentials of camping." Many institutions of higher education offer separate courses in ornithology, entomology, and these other fields just mentioned, but the average student has time, in his crowded "required" and vocational curriculum, for only one or perhaps two of these courses. In most cases the instructor in charge is intensely interested only in his one particular field which in itself narrows the boundaries of the course even more and restricts the range of interest. The most important aim of an avocational course is to enrich the field of interest for playtime pursuits. In place of turning out two-semester hour specialists who know more and more about less and less, the plan is to qualify avocationists who know more and more about more and more. The observation may be made that it will be less and less about more and more. However, it is felt that the content of the course can be enriched and strengthened in a large measure by the elimination of much of the lost motion attendant upon the usual field trip.

To outline the course more fully no one teacher is responsible for all the various activities. It is a cooperative undertaking on the part of qualified members of the various scientific departments in the college coordinated and correlated by a director. All meetings of the group are held outdoors in the field. Along with the instruction in natural science and astronomy, is taught the practical elementary principles of camping; such as, selection of camp sites, camp sanitation, and camp cooking. This part of the course is in charge of the Director of Physical Education. The program calls not only for study in the field but living outdoors as well. Weekend camping trips are in the course schedule.

The adventure—for such is the spirit of this new departure—begins in midwinter. At this time of the year bird life is more easily studied for leaves are off the trees and migrant species are gone. There are no wild flowers and few insects. Thus there is lacking the multiplicity of life forms which are present at other seasons which, by their bewildering abundance, make the task of making their acquaintance seem hopeless to the novice and drives him back into the classroom to his books or to his "sessions" at the fraternity house. However, with the nucleus of nature knowledge gained in winter study, the stage is set for the many new floral and faunal arrivals which some with early spring. Most of the work in geology, astronomy, and camping can be carried on during the winter as easily as in the spring and summer.

(*Continued on page* 353)

It is an encouraging sign that in increasing numbers colleges are introducing courses in the training of recreation leaders. A study made by Dr. Marie M. Ready of the Bureau of Education, Department of the Interior, showed over 125 colleges, universities, normal schools and other teacher training institutions giving courses in athletics, games, rhythmics, club leadership, play theories, drama, pageantry and other phases of community recreation.

The Lure of Leisure Reading

By Francis K. W. Drury
Executive Assistant in Adult Education
American Library Association

AS I stood on the station platform one morning and saw the 8:22 train go by with its load of commuters, I seemed to be looking at a movie, each window a frame of the film and each picturing "Man reading newspaper." It is a fairly universal practice for the morning and evening troops of workers to read the papers.

Interest in the news, and available time, together form the lure of leisure reading. And if leisure time is not obtainable for reading the news en route, time will be found during the day or evening for glancing at the headlines or running through the favorite section.

What Do Americans Read?

The American people read the newspapers; this fact is well established. They make the old conundrum a reality: "What is black and white, and read all over?" One survey of 314 adults in a metropolis showed 98 per cent of the men and 93 per cent of the women reading newspapers.[1] Nor is it any wonder; for this marvelous production, written, edited, printed and distributed within twenty-four hours, contains not only news and comments, but many magazine features which give entertainment, advice and instruction. It is read for information and recreation and chiefly in leisure time.

"The teachers of English in American high schools may wield an influence of inestimable worth provided they have a passion for souls and a passion for books. . . . By the very virtue of their positions English teachers may be companionable explorers into alluring fields. Their first and greatest opportunity and privilege is that of creating a desire on the part of students to explore with them. . . . Once a love of reading saturates a youth, a great work is well started."—Berenice Beggs.

Next to the newspapers come, as would be expected, the periodicals. The same survey of 314 adults shows 76.5 per cent of them reading magazines.

Periodicals are edited to satisfy the leisure time reading of their subscribers. *Time* insists on saving time for the busy executive; the *Literary Digest* boils down the news for concentrated consumption; the *Saturday Evening Post* lures with fact and fiction in attractive form; the *American Magazine* presents the success appeal; the class magazine gives the news for its special clientele.

Periodicals and books embody the three typical forms of presentation: information, to give us facts; inspiration, to lift us to higher planes of thought and feeling; recreation, to provide mental and spiritual outlets and to help us forget our troubles in the experiences of others.

Leisure reading, then, may be with a purpose, for the good of it; or without a purpose, for the fun of it. Audiences are attracted by similar motives to the theatre, the movies, and the radio. They want good entertainment and are disappointed if they don't get it. But amusement pure and simple is sure to pall. It is like a diet of sweets and cake. The meal must have some body to it. Our entertainments must be enjoyable. They satisfy better if they make us think, and feel, and see; best, if they make us act.

Books likewise may spur to self-activity. To insure reading, they should be brief and readable. People expect the exceptional in print and are rightly irritated if the book is not interesting. They demand that a book shall be written in an enjoyable, humanized style. Nor is this too much to ask of an author. What he has to say must hold the reader or he can be "tuned out" as readily as a radio program.

When can this recreational reading be done? One can usually arrange to do what he really

[1]Quoted in Gray, W. S., & Munroe, Ruth. The reading interests and habits of adults. Macmillan, 1929. $3.50.

wants to do. In this case, each reader must fit the time into his own schedule. The important thing is not to neglect or postpone it. Like all other leisure activities, its profit arises from the increased ability to do the day's work better. We all hope some day to find an Elysian field where we may sit and read the books which we have passed by in the daily strenuous life of home or field or office. But retirement to such a Utopia is a vain hope for millions of Americans. Many a housewife has set aside and stored up unread magazines in the hope, fond but false, that some day she can get them out and read what now she has deferred.

The housewife likewise must budget her time, though woman's work is never done, and seize upon the scattered minutes for her reading. In the recent survey already mentioned, the 110 women averaged 76.7 minutes a day for reading, divided into books, 26 minutes; magazines, 22 minutes; and newspapers, 28.7 minutes. The 204 men averaged 98.9 minutes per day for reading: books, 28.8 minutes; magazines, 25 minutes; newspapers, 45.1 minutes.

What Shall We Read?

What, then, shall one read for recreation? Certainly what one likes best—"in brief, sir, study what you most affect." It may be the current best seller, or the book of the month, or what people are talking about. Or it may be a sterling favorite which has come down to us from other days.

It is at this point that the library comes in to help and advise. Lists of books, new and old, are available with annotations. Is it fiction that you wish? Or biography, or travel? Do you wish to enjoy art, cultivate literary appreciation, or understand the meaning of history? Ask the librarian of your public library or your state library extension agency for books of creative criticism, for interpretations of literature, for outlines and guides which will help you to get the best. Librarians are now serving people with books, as contrasted with serving books to the people. It is table service as against a lunch counter.

The *Reading with a Purpose* series of the American Library Association is especially designed to guide the reader who approaches a new field and asks for directions. Many other aids are known to the library worker, such as *Novels too good to miss*[2]; *Books for home reading*[3]; library lists on biography, essays, travel, and modern drama; *The winged horse*[4], the story of the poets and their poetry; and *How to read history*[5]. All of these allurements are yours if you will yield to their siren call and ask for guidance at the library.

Leisure Reading for Education

Leisure reading, however, may be not only for recreation but for education. You are resolved to develop yourself, to better your position, to learn more about your job, to improve both your vocation and your avocation.

Here again books, pamphlets, and periodicals can help you. Your friends and acquaintances can tell what helped them, your former instructors may advise as to the best or the latest, and your librarian can act as a reader's aid in guiding to reading matter which is reliable. A library, if supported properly by its community, can furnish material on nearly every subject—child training, camp activities, out-of-door hobbies, poultry raising, salesmanship, radio, and a thousand and one other subjects.

First aid is ready at hand in a list entitled, *1000 useful books*[6]. Similar lists are also available in many special subjects, as *business books*[7]. *Readable books in many subjects*[8] is a good place to start, designating as it does "first" books, simply written.

Libraries are developing a more intensive personal service for adults so that a course of reading and study can be outlined and the reader can start on a voyage of discovery with adequate sailing directions. Carlyle wrote, "Blessed is he who has found his work." With such a chart of reading in hand, the leisure time reader and student will be equally blessed if he now works his find.

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[2]Novels too good to miss. H. W. Wilson Co., 958 University Avenue, New York City. 35c.

[3]Books for home reading. National Council of Teachers of English, 211 West 68th Street, Chicago. 20c.

[4]Auslander, J., and Hill, F. E. The winged horse. Doubleday, 1927. $3.50 and $1.50.

[5]Davies, W. W. How to read history. Doran, 1924. o.p.

[6]One thousand useful books. American Library Association, 1930. 75c.

[7]Newark Public Library. 2400 business books. H. W. Wilson Co. 1920. Supplement: Business books, 1920-1926. Wilson, 1927. Together, $11.00.

[8]Felsenthal, Emma. Readable books in many subjects. American Library Association, 1929, 40c.

The Relation of Recreation to Vocation

By Elmer D. Mitchell
Director of Intramural Athletics, University of Michigan

It is not at all presumptuous to state that psychologists in the future may so analyze each vocation from the standpoint of its enrichment of life that certain recreations may be prescribed to compensate for any deficiencies the vocation may present. Any marked repressions or narrowing influences will thus be balanced by a program of recreational interests.

PHYSICAL Education has often been accused of claiming too many objectives. The editor has never been convinced that the claims of our profession have been extreme, although he is quite ready to agree that many of the objectives have failed in their fulfillment, owing to inadequate programs or faulty emphasis. Nevertheless, the possibilities of attainment still remain.

It is this faith that justifies the addition of a new objective to the many that have both been accepted and disputed. In short, there seems to be every indication that Physical Education will more and more become an assisting factor in vocational guidance. This new approach to measuring the child's vocational tendencies has one advantage over all other approaches in that it considers the spontaneous activities of the child, that is, his self-chosen and self-directed activities, which after all, are more apt to be the true guides to his interests, capacity, and character. Too many of the vocational approaches of the past have placed the child in artificial situations and therefore have failed to obtain the desired results.

The Recreations of Students as a Factor in Vocational Guidance

The average parent will quite readily agree to the idea that the courses his son or daughter elects in school will be an influencing factor in his later vocation. He will agree even more readily that the subjects his child particularly *likes* will be a *much greater* determining factor. What would this same parent say, however, if he were told that his child's recreations are indicative of a later choice of lifework?

Possibly some observant father has noticed his son negotiating a profitable stamp trade and has decided that a shrewd business man was in the making; or has stood by while his Boy Scout son put a splint on an injured dog and has visioned a future surgeon in the family; or has proudly watched his son manipulate the homemade radio and has planned an Engineering course in college for him. If so, the parent might be willing to concede that recreational activities have some relation to vocation.

This conclusion that there is a decided relationship between an individual's play and his later choice of a career, was brought to my attention rather unexpectedly while engaged in a survey of the recreations of the University students. The findings of this study showed to a surprising extent that each department, such as Law, Engineering, Medicine, had its own special recreational interests. This led to the new point of view that if the profession showed a type for recreation, then undoubtedly, vice versa, the recreation would furnish an index to the profession. This conclusion was strengthened by a reading of the work of a Swiss psychologist, Pierre Bovet, in which he drew the same parallel, pointing out as one example that diplomats were usually tennis players. He stated that tennis, like diplomacy, is a game of give and take. It is also a well mannered contest, depending on ability and skill; a balanced sport as well as a fighting one. Spurred on by this suggestion, I began to make a more scientific study of student interests. As a result, the records of over five thousand entering men students have

been studied during the last four years. This is a mere beginning, for we feel that the results will become increasingly accurate and significant as larger totals are obtained.

With the evidence from these sources, we were able to get a fairly clear picture of the preferred recreations of the students in each department.

To be more explicit, the students of Law and of Journalism, whose interests are very similar, indicated as a group decided preferences for class room subjects of social nature such as History, English, Languages, Economics, Sociology, and Civics, and at the same time for recreations of the social type such as school debating, dramatics newspapers and publications, politics, and parties. In physical activities, they preferred the type of athletics which is usually featured by country clubs—to be exact, golf, tennis, swimming, handball, dancing, etc. In passing it might be added that these students are the greatest "joiners" on the campus and participate in a larger number of school activities than any other group.

In contrast to the Laws, the Engineering students show an entirely different line of interests. Their interests run to physical properties and to natural phenomena rather than social. They are apt to dislike History, English, and Language; but to enjoy Mathematics, Physics, Chemistry, Manual Training, and Mechanical Drawing. They are especially interested in experimental and collecting hobbies. These hobbies closely resemble their work. It is a small jump from model aeroplanes to aeronautics; from homemade wireless and radio sets to electrical engineering. In their active sports, the engineering students as a group prefer the informal type, such as swimming, hunting, fishing, skating, skiing and hiking. While many as individuals may take part in organized games like football and basketball, their interests, totalled as a group, fall below the average in these sports. Even within the Engineering groups, differences can be defined; for example, the Civil Engineer, whose work is to be of a vigorous, outdoor nature, has a stronger preference for outdoor sports than the Electrical Engineer whose work is necessarily more confining. The architect, who is an associate member of the Engineering School, differs in that he has a smaller variety of interests and concentrates heavily on them, particularly on hobbies of an artistic nature.

The Physical Education student, whose training has largely been in big muscle games, seldom expresses a preference for manual training or shop work. From the standpoint of enjoying an active outdoor life, the Physical Education group and the Forestry groups are quite similar. But they do differ radically in their choice of sports! The Physical Education group stands head and shoulders above other groups in their liking for team games. The Foresters, on the other hand, are outstanding in their likening for informal recreations, such as camping, woodcraft, scouting, boating, hunting, and fishing. Both, however, have a very decided liking for physical activities.

Boys taking the Business Administration course and those taking the Literary course show but small differences when compared as groups. This is easy to understand because many of the Literary students intend to enter business upon graduation. Both of these groups run above the average in their liking for participation in school activities and in active sports; and they have a decided preference for the social studies and the languages.

The Medical student really presents a problem —not that he does not enter into recreations but rather because he is average in all his recreative interests. In his studies he does show a decided liking for the sciences of Chemistry, Biology, Physics, and Mathematics, but in his activities and recreations he is neutral. This might be construed as a trait peculiar to the profession as physicians must be willing to sacrifice their leisure to the demands of their work. They do take part in varied activities when time permits but as a group do not grow enthusiastic about any one.

The Dental students are somewhat similar to the Medical group in their liking for the sciences; but in activities and recreations, however, they are more like the students in the Business and Literary Colleges.

The future teachers, as would be expected, differ largely among themselves in the subjects they like and are planning to teach. From the standpoint of school subjects they do not form a uniform group in their likes as do the other professions. When, however, we turn to school activities and recreations, we find a distinctive type in this respect: of all groups they participate least in number of activities and amount of time spent upon them. Whether this is because the teacher is naturally retiring or whether he grinds on his subjects to the exclusion of other school interests, I am not prepared to say. In particular, his physical interests are few; and, if anything, his

(*Continued on page* 353)

This novel house was made by Houston children for their puppet show, "Hansel and Gretel." The roof, chimney and porch were Graham crackers; the walls, orange gum slices; the door, hard candies, and the posts, peppermint sticks.

The Season in the Playground Theatre

An increasing participation in Playground Dramatics is characterizing the Recreation Movement today

LAST season's drama reports from municipal playgrounds furnish many interesting sidelights on the little amateur's world. The invasion of drama by children may presage, it seems, the beginnings of a tradition of beauty for the children of America. Vast possibilities for sound cultural development lie in children's drama. Considering it is only a few years ago that drama began to be generally received in the recreation movement, it is exhilarating to note that Memphis held its fifth annual inter-playground tournament this year and that Dallas, in its annual one-act tournament for junior, senior and intermediate groups, has attained such a high standard that only royalty plays are used in the senior group.

Playground children now write their own plays and pageants and produce them not only for their friends on the playgrounds but frequently for the convalescent wards in hospitals and sanitariums. Local papers carry articles and photographs making the communities conscious of these children who are as eager to develop the technique of acting and production as they are to excel in games or track events.

With the coming of drama to the playground a distinctly new note is sounded in recreation. The competition that brings zest to play, the skill sought after in the game, the adaptation of the individual to the team, the beauty of poised bodies performing feats—all these are found in drama and with them the joy that comes only when the individual is lost to himself in the service of one of the great arts.

The following notes will give a bird's-eye view of a few of last year's achievements.

Tournaments and Contests

This year the Memphis inter-playground tournament might have been called a Jacob and Wilhelm Grimm Festival. Each of the thirteen playgrounds participating selected a Grimm fairy tale and arranged a pantomime of the story. All children participating had attended rhythm classes during the previous winter and spring and the technique acquired was applied in working out the pantomime. All participating wore the regulation blue rhythm costumes to which were added only such simple accessories as flowers, a scarf, or wings. Along with the drama tournament the playground directors seized the opportunity for introducing a handcraft competition in the form of a program contest. The three most artistic programs from each playground were submitted to the tournament judges.

The Dallas, Texas, one-act play contest this year included 18 junior, 11 intermediate, and 10 senior entries. Royalty fees for the senior plays were raised by the boys and girls themselves by selling tickets on their playgrounds.

Five hundred boys and girls took part in the Play Day held in Springfield, Illinois, last August. One of the most interesting competitive events of the day was the drama contest in which four playgrounds took part. The plays presented were *Mother Autumn and the North Winds, The Magic Ring, The Princess and the Crystal Pipe,* and *The Stolen Prince.* The patients of St. John's Sanitarium were entertained by the children of the playground with dramatic programs. This group also presented their plays before the Domestic Science School for Girls at the Illinois State Fair.

Plays Everywhere

Throughout the summer season, groups from the various playgrounds gave weekly programs of from two to five plays in the beautiful Children's Outdoor Theatre in Mosswood Playground in Oakland, California. Many of the plays produced were written by playground directors and a few by the children themselves. In addition to these matinees, the Vagabond Theatre visited eleven centers, thus carrying on a wide and vigorous program. H. E. Troxel, supervisor of educational dramatics, feels that the writing and production of plays under the sympathetic guidance of a special director of educational dramatics is a great step forward in democratizing this particular phase of children's drama.

Perth Amboy, New Jersey, introduced drama on its eleven playgrounds last summer with such results that the director of recreation plans to double the time devoted to this branch of recreation next year. Each playground produced one play during July and August, and from August 18th the talent of all playgrounds was combined for the production of an operetta, *The Snow Queen,* which proved a fitting climax to a most successful summer of experiment.

Less than a year ago the Flamingo Park Players, named after one of the playgrounds, were organized in Miami Beach, Florida. Since then 16 plays have been produced and, in addition, a number of studio performances have been presented. More than 50 different persons participated in these plays. Recently the city abandoned the old City Hall for the new one. The group of players have asked the City Commission that the old building be turned over to their group as a Civic Theatre and when the Commission learned that more than 700 people were interested, they granted the request. The old City Hall is now being renovated and remodeled, most of the work being done by members of the players' group themselves.

Courtesy School Life

At Los Angeles' Puppet Theatre

Puppetry

Houston children are becoming expert in the making and manipulation of puppets. This year the marionettes were made on a larger scale than ever before, the standard height being 12 instead of 8 inches. Papier-maché heads proved more popular than ever. Fourteen of the 18 playgrounds for white children adopted this new form instead of the old method of stuffing a silk stocking with cotton. For the tournament the playgrounds were divided into four districts and preliminary contests were held with a judge for each group who selected the two best shows from each district. These two competed in the finals at the central library. The four negro playgrounds gathered at one ground for their tournament and much unique and attractive work was exhibited.

The response to puppetry on the part of the children attending the playgrounds maintained by the Los Angeles Board of Education, far exceeded the expectations of the Department of Physical Education, in charge of the work. Scraps of wood from lumber yards, obtained at no expense except that of transportation, were used in making the bodies of the figures. Even the smaller of the

children molded heads and hands from papier-maché, made from newspapers shredded and mixed with flour and water paste. The costuming was done entirely by the children, and the figures were dressed in scraps of material brought from their homes. Pieces of yellow or brown yarn were frayed out and made to stimulate brunette or golden locks. Out-of-door theatres were constructed from waste material and small stages were set up on the grounds of the schools, sometimes on the school steps. Among the puppet plays presented were *Peter Rabbit,* the *Three Witches, Little Red Riding Hood,* and puppet minstrel shows. *Ali Baba and His Forty Thieves* were created by the children and produced in various centers. These figures were colorful, as were the pirate figures, which were especially appealing to the small boys. Little girls gloried in fashioning wicked stepmothers, and Cinderellas, and wild witches in peaked hats armed with the traditional brooms.

Playground Dramatics in East Orange

In a program of dramatics at the Elmwood Park Field House in East Orange, New Jersey, screens made by local carpenters are used. The frames, constructed of heavy wood, are made with grooves which permit of the insertion of panels of composition board which can easily be changed as the scenes required. This change of scenery involves very little extra expense. The panels are decorated by older boys and girls who use water color scene paint. When necessary, a panel can be washed off and used for another scene, but with the interchange of panels this need not be done and the panels are stored for future use.

During the past summer a play was given every two weeks during July and August. Children as young as four years of age took part and the older group plays had casts of 16 and 17 year-old boys and girls. The costumes are for the most part made on the playground or at home by the children. The material is furnished by the playground, and the costumes become playground property and are kept for future use in the costume wardrobe maintained by the Board of Recreation Commissioners.

Note: *One-Act Plays for Young Folks* by M. A. Jagendorf gives detailed directions for making screens and panels.

Pageants Popular

A city-wide pageant entitled *Spirit of Play* was presented last summer in Altoona, Pennsylvania. Indian and pioneer children were shown enjoying games and free play in spite of the hardships of war and wilderness. Later episodes pictured urban life before the playgrounds were established and finally showed a present day playground in full swing. It was a well organized pageant, telling the playground story most effectively.

As part of the annual field day, *The Enchanted Forest* was produced by children of the Utica, New York, playgrounds. Midsummer night revels in fairyland furnished the theme for this pageant and gave opportunity for many delightful dances by fairies, elves, brownies and leprechauns who, by command of King Oberon, presented their revels before one

East Orange, N. J., Boys Make Their Scenery

fortunate little mortal who had won the good will of the fairy king. Following the pageant came athletic games and sports of various kinds. Nearly 3,000 children were transported to the Frederick T. Proctor Park for the occasion through the courtesy of local merchants.

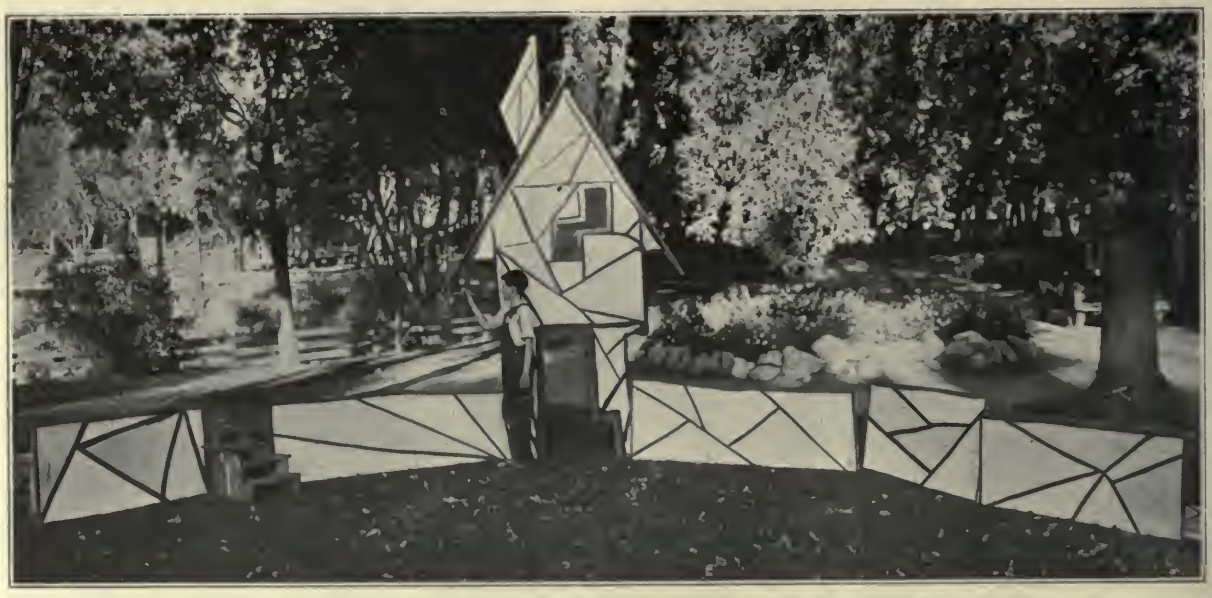
The adventures of the happy piper and his followers, the spirits of joy and play, in their visit to Laughter Town were presented in August by the playground children of Cincinnati, Ohio. The pageant, written by Mabel Madden, in charge of the community activities of the Public Recreation Commission, was given in the Zoological Garden in connection with the annual Health and Pure Food Show.

The fifth annual playground pageant, *The Land of Heart's Desire,* was presented in Birmingham, Alabama. Here, too, an original pageant was used to fit the particular needs of the children. Agnes Coughlin, director of recreation, was the author.

A pageant based on local history, written by a member of the staff of the Department of Play and Recreation, was the season's drama contribution in Roanoke, Virginia. Six episodes depicted the growth of the community from a period antedating the Revolutionary War. A number of the costumes were made under the direction of playground workers in the handcraft hours on the playgrounds and many were borrowed from townspeople whose ancestors were represented in the pageant. About 7,000 people witnessed the spectacle.

The children of the municipal playgrounds of Cambridge, Massachusetts, observed the 300th anniversary of the settlement of their city by presenting the beautiful pageant, *Our Cambridge Heritage.* One of the most interesting episodes was that showing Puritan children in games of the period.

Thirty-five hundred girls representing Detroit's 140 playgrounds took part in the sixteenth annual pageant of the Department of Recreation held in August as a climax of the summer playground activities. The presentation this year was a dramatic interpretation of the popular children's story, *Dick Whittington and His Cat.* The cast of 3,500 girls was gaily costumed and provided a colorful singing and dancing background for the story. The story of the pageant was broadcast over a local station.



In Salt Lake City, as well as in East Orange, the children make the scenery for their playground productions. This young craftsman is working on the stage setting for "The Crooked House," presented by children of the playgrounds maintained by the City Recreation Department.

Activities that were an outgrowth of a unit on rocks and minerals.

Elementary Science Provides Leisure-Time Activities

By Goldie M. Johnson, Supervisor of Elementary Science

Montclair Public Schools, Montclair, N. J.

CHILDREN are naturally interested in the things that are going on in the world about them. Realizing this the Montclair Public Schools are giving their children many opportunities to become better acquainted with that environment through the study of elementary science. As a result the children are finding answers to many of their questions that would otherwise go unanswered. Science is stimulating them to perform many worthwhile leisure-time activities and it is acting as an aid to them in following any special interest that they may have in science or in the carrying out of their hobbies.

The Purpose of the Program

An aim of the elementary science program is to provide experiences that will aid the child to interpret his ever-changing environment, and help him to secure a larger understanding of the forces causing these changes. It is desired that he will have a better understanding of the physical world that surrounds him as the condition of the soil, rocks, climate, atmosphere and light. It would be impossible now to forecast what the child's environment will be in the next twenty-five years, but truths and principles of science will remain practically the same. There is a desire to introduce the child to an understanding of the scientific principles and methods which remain constant in an everchanging world. If children become acquainted with the scientific principles now they may use them to interpret their environment in the future. It is hoped that through a study of these facts and principles children will become more science-minded and will learn to think for themselves. Science is really becoming a part of

the Montclair child's everyday life and thinking.

Another aim is to help free children from many superstitious beliefs. One often hears this statement, "Oh, but if you count the stars you will get warts," or, "If you kill a snake and hang it on the branch of a tree, and leave it there, it will rain before night. I know it will because I tried it twice and it rained both times." When children learn a few facts about what stars are, and about what causes rain, they will usually reason that their superstitious ideas cannot be correct and will replace these beliefs by scientific facts.

The science work in Montclair is carried on by the regular classroom teachers aided by the science supervisor. A definite science program has been developed in all grades three to six inclusive. Though there is not, as yet, a definite program in the primary grades, much science work is being done there and plans are being made for the development of a program for all of the elementary grades.

In the development of the intermediate grade program the children were often given their choice of subjects to study. In determining the children's interests leading questions were asked, as, "In what are you especially interested in science?" "What are all of the things that you think we might include in a study of science?" "Which of these topics would you like to study?" "How many of you have a science hobby?" These questions, followed by pupil discussions, brought out many topics within pupil experiences. Children's interests were found to lie in all of the fields of science—astronomy, biology, chemistry, geology and physics, and children chose to study topics in each of these fields. The tentative course of study thus developed provides a content that will cover children's interests in all of the fields of science, that is, it is a well balanced science program.

How It Is Done

Much of the science work is done in science units, which may or may not be correlated with English, social studies and reading, but the science unit is taught for science sake. In these units children are given many opportunities for leadership, self expression and individual activities which are often carried on during their leisure time. For example, units have arisen from pupil collections that were brought to school. After one week-end several children brought in a string of eggs fastened together by a gelatious substance. The question arose as to whether or not they were toad's eggs or frog's eggs. This necessitated a bit of research which disclosed the fact that toad's eggs are those that are laid in a string, while frog's eggs are in a round like mass. The eggs were cared for, and hatched into about seventy-five tadpoles. Before this unit was completed newts' eggs, tadpoles, young newts with gills and older newts were brought to aid in building the class aquaria. Many children by this time had made private collections of their own which they cared for at home.

A study of astronomy is a very popular unit, as children like facts about stars. They enjoy studying such topics as, (a) what stars are, (b) their size, (c) their distance from the earth. They often follow this by a discussion of the theories of how the earth was formed. Often charts of the Solar System and drawings of planets with rings or satellites are made and exhibited. During the study of such units several classes met at their school buildings in the evening to locate constellations, certain stars and planets. They often brought telescopes from home to aid them in their observations. Several children made special trips elsewhere to look through larger telescopes and gave reports to the class on their return.

Many classes follow the unit on stars and the formation of the earth by a unit on rocks and the changes in the surface of the earth. In this they discuss, (a) how rocks are formed, (b) how soil is made, (c) the classification of rocks, and (d) changes the surface of the earth has undergone. While they are studying these topics classes often make individual and class collections of rocks and minerals. With the aid of the teacher and supervisor the children identify and label their important rocks.

Many field trips are taken by classes to give them first hand experiences. An old quarry in Montclair makes an ideal place to study rock formation and erosion. Trips to this quarry are usually led by children who have already acquainted themselves with the quarry. Some classes go to the Museum of Natural History in New York City where they examine models of canyons and various other formations of the earth's surface. They also gain an insight into the kinds of rocks and the elements of which our earth is made.

One such trip was taken by a sixth grade class, which stimulated them to work out many individual projects in connection with the unit. Most of these projects were correlated with art, English and social studies. In art, pastels and paintings were made of the Grand Canyon, the Great Falls

of the Yellowstone and Crater Lake. A study of the location of minerals and their effect upon the history of the United States and civilization, was the stimulus for the making of a map which showed the location of minerals in the United States. Poems and stories about the elements and about trips which were taken, were written for English. Several purely science projects were worked out as, a chart that showed rock classification, and relief maps. An excellent rock collection was made and exhibited in a case that was constructed by a group of boys in their shop work. During the weeks in which this unit was in progress practically all school activity was centered about the unit and the class gained a better understanding of the earth.

Popular Projects

One unit lends itself particularly well to individual pupil projects, and that is the study of electricity. For example, one unit started with the study of magnets. The teacher opened the field of experimentation by demonstrating how unlike poles of magnets attract, and like poles repel one another. Later the principle of the compass was shown by a needle which floated on a cork in water. The subject of electro-magnets followed and the children were told of certain books that would help them. There was no extra time in this teacher's program for the making of projects, yet as the unit progressed through simple principles of electricity, individual home-made devices appeared in the school room. Electric buzzers and bells were wired. Some children went a step farther and made electric questioners by using a buzzer and battery. Some questioners revealed the location of capitals of the different countries in South America which the class was studying in social studies. Other questioners located chief cities in the countries of South America or told the chief products of those countries. Simple electric buzzers were made, a simple two-way sending and receiving telegraph set was built, and one boy constructed a little toy motor. These children were very proud of their results and enjoyed exhibiting and demonstrating their projects to the class and to visitors.

Other units are also favorites. One is the study of water and air pressure which incites experimentation to show that water and air have pressure. Another is the making of vegetable and flower gardens which is greatly enjoyed by younger children who take great pride in their gardens. These gardens are cared for in the summer by children who live nearby.

Planning the Summer Program

Because of the children's interest in collections and various other science activities the supervisor, near the close of the first year in which science was taught, began talking with the children concerning things which they might wish to do during the summer. The children were pleased with the idea and suggested things that they could do at the sea shore, at home, or at camps. Each class decided which of their suggestions were best, and these suggestions from all of the classes were incorporated into one list together with a supplementary list of books which might prove useful. A sheet of suggestions was given to each child with the understanding that he was to do the activities only if he wished to do so, and to do only those that interested him. At this time, also, the activities were explained and demonstrations made when necessary.

The first week of school, the following September, found children bringing their trophies of shells, rocks, leaf booklets, cocoons and various other objects as a result of their summer's work. The result of these activities, in many cases, determined the first science work that was done in the class rooms that fall.

Parents also became interested in these activities. In one school the Parent-Teacher's Association held a Fair at one of their meetings for the children to exhibit their summer's work. Prizes were awarded for the best collections and exhibits.

During the past June, when the subject was mentioned, the children responded enthusiastically in favor of doing activities again this summer. New suggestions were made and it was decided that certain activities of the previous summer were to be used again. As before, the activities were mimeographed and one copy was given to each child as a vacation guide.

Recreation Progress in Canada

IN going to Canada for its 1931 session, the Recreation Congress visits a country some of whose cities have been conducting public recreation programs for more than a quarter of a century. The first organized playground in Hamiton, Ontario, to use an example, was opened twenty-seven years ago. In the last ten years the cities of Canada have been making steady and in some cases rapid recreation progress.

Expenditures for public recreation in fifteen cities last year were $902,893.25, more than triple the outlay in 1921, ten years before. In the same period, playgrounds under leadership grew from 204 to 303, and year round leaders of recreation from 47 to 161. The proportion of men to women workers has undergone a pronounced shift. In 1921, there were 207 men, twenty-eight less than the women's total. Last year the number of men had increased to 567, against 347 women.

Out-of-doors in Canada means recreation for all tastes

Toronto, the convention city, has one of the notable public recreation programs in North America. Its parks are extensive and beautiful, many of them being peculiarly inviting because of unusual topography. Among other facilities there are 57 parks and 21 board of educational playgrounds under leadership, 45 tennis courts, 41 athletic fields, 39 baseball diamonds, and three bathing beaches. There is an extensive program of league sports.

Toronto is a homogeneous city, 90 percent of its population being of British origin. Seventy percent of its families own their own homes. The mayor of the city in explaining why Toronto's crime rate was relatively low, said among other things, "We have practically done away with slums. Then we have recreation for improving children's time. When a child grows up non-criminal, he remains that way when older."

Cities, east and west, are also carrying on extensive programs of public recreation. Montreal has 303 playgrounds administered by the municipality and 13 by the Parks and Playgrounds Association. This city, Ottawa and Quebec are well known for their winter sports programs. Vancouver in the west is notable for its six bathing beaches and 106 tennis courts. Calgary, Vancouver, Winnipeg, Ottawa, and Montreal have municipal golf courses.

Outside the cities, Canada, as is well known, has unusual attractions for the sportsman and fisherman. Those who attend the Recreation Congress will find every comfort that the best hotels afford, and every outdoor attraction that the sportsman and recreationist could wish for.

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World at Play

Playground Drama in Buffalo

ON April 30th fifty children took part in sixteen one-act plays at South Park Community House No. 3. A list of plays selected by the librarian at South Park was posted on the bulletin board. The children chose their own book and play, selected the actors, set their scenes, and secured their costumes. At another community house a group of twenty club girls, under the direction of Miss Fannie Kelman, produced *The Coming of Spring,* found in *Essentials of English* (Lower Grades) by Pearson and Kirchwey. This is a Greek play based on the story of Pluto, Mother Ceres and Proserpina. A Greek circle dance for nymphs was incorporated and a Greek plastic dance used as a background. Rubinstein's *Melody in F* in song was used with very lovely effect and costumes for the nymphs, tie-dyed, added beauty to the scenes. The play was unanimously awarded first prize. It was given in connection with a Junior Stunt Program as a closing activity at one of the community buildings.

A Bond Issue in Evansville

EARLY in July the Evansville, Indiana, City Council voted in favor of a $210,000 bond issue for playgrounds. Of this amount $200,000 will be used for a playground in the center of the negro district and $10,000 for a neighborhood playground in the eastern part of the town.

Play Facilities in Schools

THE May, 1931, issue of the *Research Quarterly* contains an article regarding a study of play facilities of 71 elementary schools in 71 cities of over 20,000 population, by West J. Altenburg. The study has to do particularly with gymnasiums, school playgrounds, and surfacing.

A Civic Choral Society

ON May 12th the Evansville, Indiana, Civic Choral Society, accompanied by the Evansville symphonic orchestra, presented Haydn's *Creation.* This choral organization, promoted by the Department of Municipal Recreation, represents the union of the Choral Arts Society, composed largely of Evansville college students and the ensemble choir made up only of people belonging to church choirs of the city, augmented by others interested in singing. The enrollment has now reached three hundred.

Dr. E. E. Harper, director of the chorus, writes: "Professional instructors of music sang together with their most inexperienced students. Soloists of professional standing sat beside men and women who could not read their notes and who were compelled to learn the words literally by rote. Executive heads of great industrial, manufacturing and commercial organizations, prominent in civic life and philanthropy, shared seats with men who each day go to humble tasks

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and work for a daily wage. College graduates and advanced college students shared the benches of the bleachers with men and women who had never had an opportunity even to attend high school. Men and women who had always lived in the city welcomed as comrades in this enterprise men who drove to each rehearsal from the country."

Sunny Play Day.—Last year the Parents Association, University Elementary and High Schools, Chicago, inaugurated Sunny Play Day, so-called from the name of the donor of the University gymnasium. This year the Play Day was repeated with great success. There was no special program, during the afternoon the regular daily schedule of the physical education classes being carried out. This included baseball and group games, swimming, relays, and kick ball. The demonstration program was followed by a box supper for parents and the evening of fun featuring dads-and-daughters versus sons-and-mothers championship baseball game, and informal dancing.

Twelve "Don'ts" Dramatized.—So that entire families might enjoy the use of the Los Angeles municipal plunges at wholesale rates, special group tickets, conforming in appearance to the family meal tickets, were in use last summer at all the city's swimming pools. For the price of $2.50 the ticket entitled families to enjoy swims totaling $3 in value. Cards enabled any member of the family to use any municipal swimming pool or beach bath house.

The Playground and Recreation Department is working on the preparation of a motion picture film based upon the twelve "don'ts" advocated for beach-goers. By dramatizing these rules in the form of a film and showing it before organizations and groups of all kinds, it is hoped to reach many people with information regarding safety precautions.

Community Centers in Waco.—"No tiresome lectures but just an evening of pleasure," is the inducement offered by the Department of Recreation at Waco, Texas, in inviting the adults of the community to attend monthly community gatherings at the school centers. The invitations were given the school children to take home to their parents. A typical program consisted of a sing-song, solos, dramatization of old time songs, dancing numbers, active games for all, and quiet games.

After School Playgrounds. — The after school playground, conducted as an experiment by the Department of Public Recreation of Reading, Pennsylvania, and financed by the Junior League, reached 700 children during the four weeks' demonstration period. Special activities included sketching, art, folk dancing, nature study, games and storytelling.

The Park Department of Springfield, Massachusetts, last spring secured an additional appropriation from the city which made it possible to open in May about twenty-five after school playgrounds five days a week from 3:30 to 5:30. Trained leaders were placed in charge who had passed the civil service examinations and had taken the training course. On July 1st, when the summer program began, the after school playgrounds were discontinued until September 1st. After that date the after school playgrounds will be reopened for two months.

Parkersburg Conducts Training Course.— The Board of Recreation of Parkersburg, West Virginia, conducted a sixteen weeks course in playground practice and theory, with a two-hour period once a week. The first hour was devoted to lectures and discussion; the second was given over to observation and practice teaching and demonstration covering games, athletic events and fundamental coaching, drama, story-telling, handcraft, apparatus, tumbling, boxing and wrestling, hiking, nature lore, picnic events, special events, and first aid. There were thirty-one enrolled in the school. At the termination of the course members of the class did practice teaching for a period of four weeks on the spring playground. Seven of the class were appointed to playground positions as assistants or leaders for the summer season.

Dramatic Programs in Jacksonville.—The Department of Recreation of Jacksonville, Florida, has a cooperative arrangement with the Drama Guild whereby this group provides dramatic programs at popular prices. The Department of Recreation pays the expense of engaging the auditorium and meets the royalty fees, while the Drama Guild pays the expense of directing the plays and providing costumes.

A County Drama Tournament.—During the month of October the Los Angeles County, California, Drama Association, comprising forty-two drama groups, will hold its first annual Drama

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Festival extending over a period of two weeks. Seven productions will be staged every other night. One of these will be a historical pageant or a mass production of Shakespeare's *Julius Caesar* or any other drama which will give opportunity for the participation of all the active members of the entire organization. Twelve matinees will be devoted to the art of dancing, musicals and children's drama. A comprehensive exhibit including costuming, scenic equipment, lighting effects and make-up, will be assembled. The intervening evenings of the tournament will be devoted to six conference meetings on the community drama movement. Preceding the program one evening during the Festival the group present will be divided into small units, each with a demonstrator. Instruction in make-up and other demonstrations will be given. Previous to the opening of the Festival a series of lectures will be given at luncheon clubs and civic and commercial organizations throughout the county by prominent speakers who will discuss the social, moral and economic value of the drama and will make known the objectives of the County Association.

Four Years Old.—On May 25th the recreation movement in Irvington, N. J., had its fourth birthday. Members of the Recreation Council and their wives and city officials celebrated the occasion with a dinner and party. Reports were submitted by the chairmen of committees of boys' work, music, basketball, bowling, girls' activities, garden clubs, junior athletic federation, baseball activities, diamond ball, girls' day, Memorial Day, and various other activities. This was followed by a Russian ballet presented by a young girls' group from the folk dancing class who had made the costumes, from boots to headgear, in their handcraft classes. The same group after a change of costume gave the sailors' hornpipe. The reading of a message from Governor Larson, Dr. John H. Finley, and others was followed by the playing of five table games, which successfully broke up any reserve there might have been! Musical numbers were presented and there was much enjoyable community singing led by a master accordian player, an Italian in costume, who proved to be an exceptional song leader. At the close of the evening a number of the officials present spoke on various phases of the work.

The Play Astronomer Adjusts His Telescope.—Under the auspices of the Physical Education Department in Norfolk, Virginia, public schools, of which Kirk Montague is director, 3,000 children last May presented *The Nations at Play*, while the astronomer in dark robes covered with cabalistic insignia showed through a telescope the wonders of the world at play. The telescope was leveled first at America, then Denmark, Ireland, Germany, Holland, Scotland, Japan, Hungary, and England. The pantomime of the astronomer and the American boy and girl was the link which held the program together during the hour and forty minutes of folk dancing and play activities.

In addition to the folk dancing, there were relay races, mimetics, marching, stunts, a Maypole dance, and games. The children were dressed in costumes of the various nations giving a most colorful and beautiful effect. Of the demonstration, Mr. Montague writes: "The most frequent comment was on the obvious good time that the children themselves had in doing it. This spontaneity was doubtless heightened by the fact that there were no rehearsals and that the children did it just as they had every day on the playground."

The costumes were made at home. The department purchased nearly $500 worth of cambric and the children were given the material with a picture of the costume, which would facilitate making it. The cost to the parent averaged 43 cents.

Roller Skating Races in Reading.—The preliminaries of the second annual roller skating races of Reading, Pennsylvania, were held at six centers, streets being blocked off with the cooperation of the police department. Dashes, single skate races, and novelties were included in the program for boys and girls of different height classifications. Winners of the first three places competed in the finals at which ribbon prizes were awarded. Through the efforts of the Department of Public Playgrounds and Recreation, three streets are now set aside for skating and hundreds of children enjoy this play every day.

Brooklyn's "Hopefuls" Parade. — Young Brooklyn citizens from two to five years of age in every section of the borough, donned gay costumes, and in baby carriages, express wagons and bicycles decorated by doting parents, marched in the Park Department's annual Baby Parade held early in June. More than 2,000 children took part in the demonstration held under the auspices of the Park Department's Recreation Bureau, and twenty-five of the borough's parks saw the children who play in them every day march around the playgrounds in gay array.

A Reducing Class Which Is Recreation.— A reducing class doesn't seem like much fun, but as the plan has worked out in Reading, Pennsylvania, the reducing part became a by-product; the real thing was the fun the women had. As one member of the class afterward wrote: "My gym class, the reducing class, was one of the most enjoyable evenings in the week. It was a time I looked forward to and was time well spent. Not only did we learn about our diet and reducing, but this class took us back to our childhood days where we played all sorts of games, made new friends, and really had an evening of wholesome fun. It took us away from our regular routine, and gave us an altogether different outlook on life—really made us more fit for our daily tasks."

The lesson proper consisted of rhythms, exercises suitable for the women to take in their homes daily, folk dances which greatly increased in popularity, a small amount of apparatus work toward the end of the year, and relays and games. In the game program the plan was followed of working up from the very simple games to highly organized ones such as baseball, which the women enjoyed thoroughly. And although instruction in dieting and exercising was given in consultation with doctors, and calories and charts played their part, it was really the recreation which seemed most important to the women in the end. They soon became interested in sports and began participating in outside activities such as tennis.

The Children of Long Beach Present Pageant.—More than 2,000 school children of Long Beach, California, took part in a pageant at Catalina Island, presented for the benefit of 4,000 Rotarians attending the sixteenth annual convention of Rotary's Second District. The pageant depicted the progress of civilization and was a stupendous spectacle. Preceding the pa-

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geant proper came a five ring, "Bungling Brothers and Hind Paw Circus." The Recreation Commission and the Long Beach city schools cooperated in making possible the pageant.

The 1931-32 Budget in Los Angeles.—A budget of $868,400 has been approved for the work of the Los Angeles, California, Playground and Recreation Commission, 1931-32. This amount represents an increase in income of about $38,000 over the present year's budget and a decrease of $50,000 as compared with the year 1929-30. As many additional facilities will be placed in public use during the next fiscal period, many economies must be effected to meet the extra burdens. The average annual cost of individual playground operation will be reduced from $9,505 to $8,970. Forty-eight playgrounds will be added as against 41. Income will be derived from the department's 4 cent tax rate to the amount of $738,000 and from other departmental revenues to the amount of $130,000.

Per Capita Cost of Recreation.—The annual report of the Department of Recreation, Sheboygan, Wisconsin, states that the department served 402,340 people during 1930 at a per capita cost of .035. The per capita cost for individual activities are given as follows: Classes at the high school .104; men's gymnastic classes .237; league activities .003; summer playgrounds .027; after school activities .042; ice skating rinks .039; band concerts .088; coasting 0.17; bathing beaches .034; high school pool (summer) .033; community service .040.

Code of Sportsmanship for Fans Adopted.—The Code of Sportsmanship for Fans, promoted by G. G. Eppley, director of municipal recreation at Evansville, Indiana, and chairman of the Recreation Committee, Indianapolis Kiwanis Clubs, has been adopted by Kiwanis International, and the new administration is planning to work out methods of promoting a sportsmanship program throughout the United States and Canada. The Code of Sportmanship was published in the August, 1930, issue of PLAYGROUND AND RECREATION.

Service to Rural Districts.—The Recreation Department of Waco, Texas, services twelve rural schools, furnishing motion pictures and giving leadership in handcraft projects including basketry, wood work, sewing, and leather work. There are also some music and drama activities. The service is given in cooperation with the women's bureaus in the various rural communities.

Regarding "Better Times."—*Better Times*, New York City's Welfare Magazine, acclaimed at the time of its first appearance as "the smallest newspaper in the world," will be published after October 1st by the Welfare Council of New York City. During the twelve years of its existence, under the leadership of George J. Hecht, the magazine has performed a large service. It will continue to present the most important and interesting news of all charitable and social agencies in New York City and will record the activities of the Welfare Council which *Better Times* helped to bring into being.

Learning to Know the World They Live In.—One of the interesting features of the program of the experimental classes conducted by the Public Education Association at Public School No. 41, New York City, is the opportunity given the children to learn about their surroundings. Many city children have little knowledge of the world in which they live, and these trips are exceedingly informational. The tour begins with simple trips to the blacksmith and to the market in the neighborhood. With the first grade the children begin to work on the geography of New York. They watch the boats going to Hoboken; they are taken around the city so that they will understand New York as an island. Later they go out in the harbor. During the outdoor period they have lessons in rhythm, music, and the use of apparatus.

Play Days in the School

(*Continued from page* 320)

emphasize the importance of defeating groups from other schools.

A typical play day program includes an introductory march which might be used as a posture parade, an assembly for singing patriotic songs and repeating the pledge of allegiance and saluting the flag, games for children of primary grades, games for children of intermediate grades, folk dances, stunts, and athletic sports and team games for children of junior and senior high school grades.

The play day in its present form is a new development in physical education. It shows the

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influence of such older kinds of celebrations as the festival, the track and field meet, and the physical education demonstration. It is still in the period of change and evolution but it has already developed to a stage which justifies its place in a comprehensive program of physical education that seeks to provide opportunities for wholesome participation for all boys and girls.

Education of Emotions

(*Continued from page 324*)

obedient to the leash. It is here that youth achieves both emotional strength and control.

I do not wish to make over-much of this rather unusual claim of the opportunity of play in the field of emotions, but I am convinced that training in the control and use of the emotions under great and primitive-like stress with reference to standards and ideals of character and conduct is of gravest importance. Otherwise where shall the people be made ready for the emotional crises of life, greater and smaller? There is nothing better than training in being "good losers" to prevent personal tragedies or fatal discouragement and quitting under the difficulties of life that sooner or later come to all. In this connection the opportunities of play are greater than those of the ordinary subjects pursued in the classroom.

Drama in the School

(*Continued from page 327*)

The Purple Iris by Antoinette Withington. From a story of Old Japan. 5 women, 2 men. Possible for a cast of girls. A nobly born girl, foster-daughter of a gardener, reveals herself to the Empress with the gift of a purple iris. An exquisite little play. Womans Press. 50c.

Six Who Pass While the Lentils Boil by Stuart Walker. 1 act. 7 boys, 2 girls. A fantastic comedy in the manner of a fairy tale. David hides the Queen from the executioner until the hour for her beheading has passed. Appleton. 50c. Royalty $10.

Sir David Wears a Crown by Stuart Walker. 1 act. 13 boys, 4 girls. A sequel to Six Who Pass While the Lentils Boil. David is rewarded for saving the Queen. Appleton. 50c. Royalty $10.

Troubadours of Provence by Marion Holbrook. 1 act. 4 boys, 4 girls. A May Day fragment based on an old French custom. French song included. An appropriate assembly play. National Recreation Association. 10c.

The Princess and the Swineherd by Gwendolen Seiler. A play of twenty-two more characters. 3 acts. Simple scenery. Delightful music. Lovely cos-

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All plays listed may be purchased from the Drama Book Shop, 48 West 52d Street, New York City.

Correlation of Recreation and Academic Work

(*Continued from page 329*)

do not stop with the splendid habit forming opportunities of the teams and clubs; they are continued into every branch of the school system. Thus the curricular subjects lend themselves readily to the support of these programs especially in the upper elementary grades and the secondary schools, where the pupils want to know the reasons for doing things. At these ages knowledge as well as habits and attitudes must be encouraged.

The correlation between many subjects of the curriculum and recreation is worked out in this modern school where social efficiency is the aim. The Physical Education Department teaches the type of games that have carry-over values; the manual training course starts handicraft that will be continued at home; music is taught that is interesting to modern youth; reading, made practical, sends pupils to libraries for more; history shows the relationship between prosperous nations and their recreational habits, and sociology, psychology, and the languages offer many opportunities to emphasize the value of wholesome leisure-time pursuits. A short history of the recreation movement, locally and nationally, is made a part of the curriculum.

In this emphasis on the recreation program, however, the public schools have not always been successful, as demonstrated by a survey made in one large city. This survey was made to determine the choices of children for school curricular subjects and the relationship of these choices to the interests which children had in the out-of-school activities. In the after-school leisure time activities the children naturally chose physical activities, music and reading, but during the school hours these subjects were evidently taught without a proper understanding of their recreational values. It was found that arithmetic and history were more popular than the physical education; that with the boys geography was a greater favorite than reading, and that to the girls spelling was more interesting than music. The conclusion would seem to be that these subjects had not been properly taught from the viewpoint of their value

as recreation activities. The boys and girls were not being prepared for leisure. But in the modern school both the curricular and the extra-curricular plans focus on a program of recreational knowledge and habits.

The Responsibility of the Modern School

After having created this splendid foundation for a constructive use of leisure, does the responsibility of the modern school end? Does this school at graduation bid youth "Good Bye" and "Good Luck" and then be done with them? Or does this school feel that it has created certain habits of recreation that will and are expected to persist in after school days and that something should be done about the matter?

The school has been a training ground in team play and club activity during many happy days. The school has taught the reasons for the value of wholesome play. Its courts, gymnasiums and auditoriums have been the happy media of training for leisure enjoyment. The modern school sees its recreation-trained graduates living in the neighborhood. It then places at their disposal these recreation facilities during the evening hours. The school supervised recreation center or community center for adults is a logical development.

Thus the public school not only promotes recreation habits and knowledge as a part of its program through curricular and extra-curricular emphasis but it also provides recreation centers for its graduates and the entire neighborhood in the post-curricular days. In the training for social efficiency the school program of recreation is a necessary consideration.

Leisure and the College Curriculum

(*Continued from page* 332)

Doubtless there are many who will say that what has just been outlined is the same as has been carried on in the schools for many years as Nature Study. Yet there are several characteristics which seem to give new atmosphere to the course. In the first place the usual nature study course is knowledge-accumulating; whereas, this avocational science course has a decided habit-formation element in it. Again, the course outlined is more a correlated science, a broad, overt attempt to get away from the usual compartment type of field course. In the next place, the students in the college group have more mature minds than those most often found in a course in nature study in the grades. It is coming to be recognized more and more that what really determines what and how much value is derived from a certain study, is the intellectual maturity of the pupil rather than the amount of material in the course.

The wide range of interests presented by these field studies of birds, insects, plants, stars, and rocks will make for freedom and development of interest by the individual. His field of playtime pursuits will be enriched and his scientific horizon widened. It is hoped that new hobbies will be found and developed which can be ridden while walking or camping in the sunshine or under the stars, and new interests aroused which will develop not only the mind but the body and spirit as well.

Relation of Recreation to Vocation

(*Continued from page* 336)

participation in school activities is likely to be found in school plays, debating, science clubs and musical organizations.

I have purposely limited my talk to statistics about boys. Since I have collected fewer case studies of women students, I am not prepared to state conclusions about them. It would seem that the women students entering certain professions show the same general likings for studies and recreations as the men in the same field. Each year shows a larger percentage of women entering the professions and so it will be important to collect more scientific evidence of their interests.

I feel that the conclusions I have been attempting to draw are further substantiated by the fact that the boy who is entirely undecided about the course he wishes to select is invariably without strong leanings either in studies or in his out-of-school activities. His record is therefore colorless. I feel nevertheless that even in such a case his interests—or lack of interests—will link him closer to certain groups than to others. We have tabulated results for fourteen different fields of specialization, and by throwing out the lower levels, this student would be assisted by the process of elimination, even though his decision would still have to be made from a number of apparently close choices.

On the other hand, the boy who is especially brilliant at anything he undertakes, will be guided

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immensely by his recreational analysis. This boy is apt to present A's in all the subjects that he takes and all the activities that he undertakes so that it would be hard to say which vocation would be most pleasurable. He would no doubt make good in any that he entered. Therefore a study based on the activities to which he would naturally gravitate if left to himself will be most illuminating.

Before concluding this discussion, I want to point out that not only does the evidence indicate a close relationship between recreations and professions in the school period of life, but there is every indication that a strong connection between the two will be found in actual business and professional life. Consequently, if a certain profession shows that its members favor certain types of recreation more than others it would behoove the specializing student to acquire a proficiency in them if he has not already done so. No doubt the fact that the members of a certain profession for the most part are alike in their recreations shows that the latter satisfy a certain need in the way of a well rounded life. It is not at all presumptuous to state that psychologists in the future may so analyze each vocation from the standpoint of its enrichment of life that certain recreations may be prescribed to compensate for any deficiencies the vocation may present. Any marked repressions or narrowing influences will thus be balanced by a program of recreational interests. This possibility grows stronger as we note the rapidly increasing hours of leisure and the consequent necessity of cultivating wholesome leisure-time interests.

School Play

(*Continued from page* 317)

er standing in the center who tries to catch the ball or at least to touch it as it passes over him. When he does so, he changes places with the one who threw the ball last. The game continues in this way indefinitely.

It is sometimes an added element of interest to time the one in the center in order to see in how short a time he can touch the ball, and to keep a record for each player and announce the winner at the end of the game. This game makes excellent preliminary practice for basket ball, as it involves quick throwing and catching, and quick jumping to intercept the ball.

New Books on Recreation

Character Through Creative Experience

By William C. Bower. University of Chicago Press, Chicago, Illinois. Pice, $2.50.

THIS is a book which possibly most recreation workers would not quickly choose from an array of new volumes which they might come upon at a book store. Nevertheless, they would profit greatly from a careful reading of it. It presents what we all sorely need, a sort of synthesis of the best in modern educational psychology and thus goes to the very heart of progressive education. In doing this it leads right into the whole problem of personality or character building through creative experience.

Is not the best recreation procedure ever attempting to bring about integrated personality through creative experience? The author of this closely thought through dissertation says much about the Good Life, meaning not the goody-goody life but rather the deeply satisfying, the richly abundant life. He makes numerous references to play and recreation situations with their values and possibilities for furthering this Good Life. The leader can set the stage, inspire, give techniques and help the learner to see and strive for values.

Marked progress can come in the quality of recreational leadership in America when books like this are read and inwardly digested by the leaders. Reviewed by Eugene T. Lies, N.R.A.

A unit of Owen D. Young's gift to his native town, Van Hornersville, N. Y.

The American School and University, 1931-1932

(Fourth Annual Edition) American School Publishing Corporation, 470 Fourth Avenue, New York. $5.00. (50 per cent discount to school officials.)

HERE is a book full of fundamental information for educators and presenting the experiences of many leaders in the field. It deals with the design, construction, equipment, utilization and maintenance of educational buildings and grounds, and with problems of expansion and economy. The volume is profusely illustrated, and there are in addition a number of valuable lists of educators, school and landscape architects and distributors of equipment.

Dr. Edwin C. Broome, president of the Department of Superintendence, National Education Association, says in the foreword: "Carefully planned modern school buildings are designed to express a new educational philosophy. This philosophy, in brief, means that education today is intended to raise the level of intelligence of the entire community, from the smallest children to the oldest adults, and to furnish opportunities for the development of all phases of intellectual aspiration. Education today must be all-inclusive, and must be so planned that it serves the needs of all types in the community. This is what democracy means if it means anything, and democracy must pay the price. The up-to-date, well-equipped school buildings which we see in every progressive community in America are not the result of the ambition and imagination of schoolmen so much as they are the expression of the aspirations of the community."

Pantomimes for Stage and Study

By T. Earl Pardoe. D. Appleton and Company, New York. $3.00.

THERE has been little available hitherto on the art of pantomime. Here is a valuable book for the actor, amateur or professional, who wishes to improve his acting technique by study and practice in the art of pantomime. The opening chapter deals with the important part the body plays in all expression. The reader is then provided with a graduated series of exercises intended to effect ease of bodily movement; other chapters give particularized exercises.

Making Things With Tools

By A. Neely Hall. Rand McNally and Company, New York. $1.00.

IT is a difficult matter for the present-day teacher and recreation worker to be sufficiently informed in handcraft projects to keep up with the desire of the modern girl and boy to make things. Boats, kites, model airplanes, houses, things on wheels, equipment for backyard fun, noise producers, motor toys, Christmas and birthday gifts, and other articles are described in this illustrated book by a past master in devising things for boys and girls to do.

The Play-It Book

By Jean Hosford Fretwell. Rand McNally and Company, New York. $1.00.

GAMES for days of all kinds have come into being under Jean Fretwell's planning. Play-Lot Days, One Day on the Sidewalk, A Rainy Day, A Day in the Woods, A Summer Day on the Lawn, One Day at the Beach, A Picnic Day, Days in Bed and Afterward, When Mother Was Gone All Day, and Snowy Days—here are suggestions for all of them!

CURRENT DEVELOPMENTS IN AMERICAN COLLEGE SPORT. Howard J. Savage, John T. McGovern and Harold W. Bentley. Bulletin No. 26. The Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York.

Bulletin No. 26 of the Carnegie Foundation is as thought-provoking as its predecessors. The relation of college and school athletics to the educational process is the theme of this publication as it has been of the others. "It insists," states Henry Suzzallo, president of the Foundation, "perhaps more clearly than in previous discussions published by the Foundation, that final responsibility for the effective administration of American college sport belongs not to the alumnus, the downtown business man or the newspaper writer, but to university or college officers."

The study shows that important changes are taking place in American college athletics. The past three years have brought a slightly renewed insistence upon the status of the amateur. The ethical bearings of amateurism have once more been canvassed and become better understood. One principle in the administration of college athletics has become clearer, though not universally applied—the final control and guidance of college athletics is a part of the administrative and instructional functions of college officers and teachers. The decline of gate receipts from football had led to the proposal that college sport, both intercollegiate and intramural, should be endowed. Almost every current indication is to the effect that the undergraduate is tiring of "big time" athletics. "The return to a more sincere appreciation of the values of sport and sportsmanship is under way," states the report in conclusion. "The road at times seems long, but the American college will not weary in well-doing."

THE SCHOOL FESTIVAL. Adelaide Linnell. Charles Scribner's Sons, New York. $1.00.

Miss Patty Smith Hill in the introduction to this helpful book, makes a plea for the greater use of festivals in the school program because of the "happy results which they contribute to a curriculum along literary, musical, esthetic, industrial, historical and social lines." The school festival, she points out, is most developed when it is deeply rooted in the curriculum from its inception to its conclusion. When festivals become so-called "extra-curricular" activities, they are a menace to physical and mental health of both children and teachers. Sources and materials and technical problems are taken up in the book. Examples are given of festivals built from original material in the form of the children's own stories, ideas and experiences, and from stories which are favorites with the children. Suggestions are offered for festivals for Christmas, Thanksgiving, and other special occasions. Not only teachers but recreation workers will find a wealth of material in this little volume.

THE STORY OF SCIENCE. David Dietz. Sears Publishing Company, New York City. $3.50.

"To cause science to come to life amongs scientists is risky if one cares for his prestige. To dare to relate the story of the solar system so that a mere layman can see, believe, and read again, is still so unusual that it should receive special mention. Along comes David Dietz, a fellow who is a lecturer in science for Western Reserve University, and at the same time a popularizer of science for the Scripps-Howard Syndicate, with a book entitled *The Story of Science*. Personally I am not surprised as time and time again I have heard the children at the Nature Guide School clamor to stay up a little later to hear one of Dietz's bedtime stories. Up to this time their experiences may have been limited to the twinkle, twinkle variety. The book should be called Stories of Science. His short, lively chapters and apt way of making facts attractive will make the book a favorite with the ever-growing fraternity that believes that 'truth is stranger than fiction.' Here is a book for the alert leader that will enable him to give a Dietz adjustment to what might otherwise be idle talk or astronomy dust."—Reviewed by *William G. Vinal* ("Cap'n Bill"), Director of the Nature Guide School.

PLAYS FOR YOUNG PEOPLE. Florence A. Marsh. Allyn and Bacon, New York City. $.80.

An excellent book for teachers who are directing the play-acting interests of pupils of junior high school age is this little volume of plays. Some of the plays, or units of them, can be presented during a period of the school day in the class room or the auditorium. In 45 or 50 minutes the pupils can assemble a few stage properties, put on their costumes, present the play and restore the room to normal order. The text includes scenes from famous novels and stories, episodes from American history, a favorite fairy tale, episodes from the life of Robin Hood, and small complete units from three of Shakespeare's plays. There are general suggestions for giving plays and other practical material.

HOUSEKEEPING IN CAMP. Prepared by The Committee on Camp Procedures of the Committee on Vacation Homes and Camps of The Children's Welfare Federation, 244 Madison Avenue, New York City. $.30.

A committee of eight camp directors has prepared this Manual of Prcatical Procedures to Safeguard Health. Many of the details which might easily be overlooked are discussed and step by step practical matters involved in camp administration are taken up. Chapter headings are *Before Camp Opens; Health and Sanitation; Organization of Staff; Between Trips; Camp Closing; Camp Library.*

THE MAKE-IT BOOK. Rachel Taft Dixon and Marjorie Hartwell. Rand McNally and Company, New York. $1.00.

If you want to know of countless things to do with scissors and paste and odds and ends, this attractive, illustrated book will come to you as an invaluable help.

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Recreation for Adults

Courtesy Playground Commission, San Francisco

Music is one of the great channels through which the adult finds his recreation. There are games, indoor and outdoor, swimming, hiking, and all the more active forms of recreation. There is drama, handcraft, reading or any of the great variety of hobbies the pursuit of which makes a man more interesting to himself. There is social recreation, the experience of sharing with others, and there is the joy of discovering beauty and making it one's own. And, if a man would measure values as intangible as spiritual satisfactions, "those recreation activities are most important which most completely command the individual so that he loses himself in them and gives all that he has and is to them."

Nineteen Recreation Principles

Every child needs to be exposed to the growth-giving activities that have brought satisfaction through the ages,—to tramping, swimming, dancing, skating, ball games; to singing, playing musical instruments; to dramatic activities; to making things with the hands; to caring for pets, to helping plants grow, to getting to know nature, to trying simple scientific experiments; to trying to make things beautiful; to learning the joy the team-play, of comradeship in doing things with others.

Every child needs to discover which are the special activities which give him personal satisfaction and joy. In these activities he should be helped to develop the skills essential to supreme enjoyment throughout life.

Every child should choose certain activities, certain hobbies that he can keep up as long as he lives so that there may be no "dull" stretches.

Every man should have certain forms of recreation which require little space and which can be fitted into small fragments of time.

Every man needs to know well a certain limited number of games which he himself likes for use indoors and outdoors so that there will never be an occasion when he cannot think of anything to do.

Every man should be helped to form the habit of finding pleasure in reading.

Most men should know at least a few songs with good music so that they may sing when they feel like it.

Every man should be helped to discover some form of beauty which he can really make his own—whether it be beauty of line, form, color, or sound.

Man thrives best in the sunlight. Every man should be helped to form habits of being active, of breathing deeply in the sunlit outdoor air.

Since living and not business is the end of life our cities should be planned from the point of view of living as well as of business and industry. Sunlight, air, open spaces, parks, playgrounds, in abundant measure are essentials to any living that is to give permanent joy and satisfaction.

It is of the greatest importance that every person be exposed to rhythm because without rhythm man is incomplete and tires himself and bores others.

About one year in every ten of a man's life is spent in eating. It is of fundamental importance that this one-tenth of a man's life shall be so lit up by play of mind upon mind that eating shall not be a hurried chore but an opportunity for comradeship and for growth for the whole man.

Rest, repose, reflection, contemplation are in themselves a form of recreation and ought never to be crowded out by more active play.

Those recreation activities are most important which most completely command the individual so that he loses himself in them and gives all that he has and is to them.

Ultimate satisfaction in recreation comes only through one's own achievement, of some kind.

The form of one's recreation as an adult, often, though not always, should be such as to use in part powers unused in the rest of one's life.

A man is successful in his recreation life in so far as the forms of activity he chooses create a play spirit, a humor, which to some extent pervades all his working hours, helping him to find enjoyment constantly in the little events of life.

A happy play of childhood is essential to normal growth. Normal men and women are most likely to grow from the children who have played well and happily. Normal men more easily continue normal as they keep up childhood habit of play.

That children and men and women may be more likely to live this kind of life, experience shows there is usually need for community action:

Every community needs a person, and an unpaid committee or board charged with thinking, planning, and working to provide opportunity for the best possible use of the leisure hours of men, women, and children.

Community recreation programs should continue throughout the year.

Support of community recreation programs should be through tax funds under some department of the local government.

Every community needs playgrounds, parks, and recreation centers just as every city and town needs streets and sewers.

Every community should provide opportunity for its children when they leave school to continue the musical and dramatic and other specialized recreation activities which they have enjoyed during school days.

Community recreation programs should allow for a broad range of tastes and interests and varying degrees of mental and physical energy.

Every community needs persons trained to lead in recreation just as much as it needs persons trained in education.

Satisfying recreation, whether for the individual or for the community, involves real planning.

HOWARD BRAUCHER.

Community Centers – A Vital Force

An emphasis on human values vitalizes these extracts from the report of Chicago's centers.

The community center at Waverly, Pa., meets educational as well as recreational needs

PEOPLE need to salvage the creative spirit. So much is done for us by electric switches that hands may be weak appendages in a few hundred years. And what is created is so much in the spirit of fierce competition that there is no doing for the joy of producing. There is also the intensive advertising which persuades a woman to buy a cheap, unlovely something for the home and then pace the deck thinking up something to do while she might have happily created something beautiful. This is a poor substitute for a happy emotional life.

That is some of the "why" of a public school community center. The center offers many advantages. If there is any way in which character can be built it is in face-to-face meeting of problems in our individual and group life. We must learn happy, helpful adjustment to group life, family, organization and community. We certainly need to stiffen moral spines.

Organization

The community centers are operated by an executive group—a committee or council. This group tries to encourage interest in activities people may want and to plan the financing of them. The program is usually in a process of development for some time. In this rapidly changing world it is hard to set up activities which will be permanent except in general character. But many people *do* find interests. The fact that there is so much freedom makes the center most valuable. Whether the community expresses itself often depends on the executive body. A dictatorial group will kill the center. They must have an understanding of the neighborhood conditions and interest and initiative enough to suggest the right things.

Aim and Purpose

A community center is not a night school. While it is educational it is not at all the same thing. We do not want the work conducted as a day school with the same atmosphere. It could not be done that way. People must find their own interests and usually can't find them quickly. The work is informal. It includes non-academic things and interest in streets, transportation and such.

The community center is also a place where petty local quarrelsomeness can be minimized. Four and five years ago the situation in several

centers was very difficult because of fussy folks with narrow personal interests. Now things are different because of the community center work. But it took time and patience from somebody.

No number of kinds of organizations can be substituted for the family relationship or destroy the need for interest in common. The community center is the place where the whole family can have each an individual interest which is a part of a big interest in common if they understand the work.

Program

In some places or in some group one must be very careful not to label anything education. Some folks are so sure of themselves, and others are like the girl recently married who was advised to attend the cooking class. "Oh gee, it's too late now—I'm married."

Classes and clubs are formed in subjects of interest; lectures, courses of study and training are given, and there are dramatics, concerts and other entertainment. Meetings of local organizations are held in the building and help is given in neighborhood needs. The only test of the success of a community center is whether it is an expression of the people.

Among the new work the most interesting has been the original work in sculpture and pottery. Fortunately we were able to place in four centers an artist who knows how to draw out and develop native genius — not *teach*. The groups are—one Mexican (men), one highly intelligent and one primitive colored, and children from a Norwegian orphanage. The results in the Mexican group were astonishing. Never were they told what to make. There were figures with fine firm lines and decorative objects much like Aztec art.

In the highly intelligent Negro group work was produced which is much like the native African art. In the primitive group the objects are crude, but showed real development after the first month. There is an artist in the Norwegian group, a young man whose delicate work shows the background of generations of civilization.

I am happy to report development of drama and of a higher standard. People are usually willing to use a poor grade of play if they know no other. They want to get expensive realistic scenery because they see movies instead of simple suitable stage settings beautifully lighted. In one center the young people wanted to do something besides "gym" but the council couldn't pay a leader. A drama leader of a good type was sent out paid by the Board of Education. In two weeks that group of young women and men were organized into a well-running dramatic club. They gave a creditable five minutes from a good farce at the final program.

One of the new groups showing talent is a colored club at the Willard named the Richard B. Harrison Dramatic Club. This name brought from Harrison a photograph. In the corner was written "To Gawd's Children from de Lord—Green Pastures."

Some charming things have been done by children's drama classes. But listen to this from a talented child who had a leading part: "My parents aren't coming. They don't care. They said they'd rather go to a talkie."

Our first community center branch of the public library is growing. There is an increase in distribution and reading with a purpose. The Children's Library Club organized by the librarian meets in her home regularly to discuss what they read. A second branch was opened in the Spalding Community Center for the physically handicapped.

There are twenty-six community centers in Chicago conducted by the Board of Education through the Community Center Department of which Miss Marie G. Merrill is Supervisor. The cost to the Board for the centers conducted from May, 1930, to April, 1931, was $36,858. The cost to the people attending the centers in admission, class and membership fees and in rentals from club groups, was $25,054.47.

The program in the Spalding center gives the adult cripples an opportunity to get the advantages of gym, swimming and physiotherapy they would not otherwise have without too great expense. Pottery and photography are in the program, too. As employment and training for vocations are a big problem in this group, much attention is given to it.

One of the most enthusiastic groups was Lovett Class in Parliamentary Law and Public Speaking. They had a superior teacher. Some of the women came a long way to this class.

"Dad's night" by the Sea Scouts was one of the most appealing programs at the Locke Center. The boys had the help of the American Legion

Manchester, Conn., has a community building which is a combined social center and school. Equipped with facilities of all kinds, it serves varied interests.

Drum and Bugle Corps in splendid uniforms. This post, like several, uses the center as a meeting place.

The McCosh class in public speaking conducted a discussion on the value of adult education. This center has one of the clay modeling classes.

The Prussing is a meeting place for a group of teachers who are taking special training from their art supervisor. The drama work deserves special mention, as do the orchestra and children's art craft classes.

The Armstrong has work for children after school. Other centers would like to do this if the Armstrong precedent may be followed. This year, in addition to drama and dancing, there was a kite-making class. The kites gave opportunity for originality in design and color. They were beautiful and had to fly. That contest ended the season.

The young folks at Hegewisch—a section far from all else—are still showing the business men and other adults uninterested that they can carry on alone. Their self-trained basketball team won the heavyweight championship trophy in the Community Center Basketball League. For lack of funds they bring in only a paid referee for their games. They needed a score board in the gymnasium on game nights. What to do? The young president of the community center committee found a much broken table. The team fixed up the top, painted and added fixtures, and there was an elegant score board! More use has been made of the building this year by older adult groups for meetings, rehearsals and programs. Their drama leader deserves great praise for endurance and interest.

Music groups are increasing. It is with joy we announce more orchestras and bands and singers. Of course, our Colman Chorus (colored) is better than ever. Nothing pleased me more than the groups of boy singers at several centers.

Other interesting work with children has been growing this year. The Mary Lyon Departmental Club is developing civic interest through its activities. The Ryder children whose mothers are in the art craft and other classes are under the leadership of a kindergartner. They made fifty Easter cards for residents of Oak Forest and a scrap book for a children's ward in the County Hospital. The Burley Children's Theater continues the fine work it has done in the past. The new addition to the stage will be a great help. This center had a class in reviews of current literature and has found real leadership in drama within its own group this winter.

The Ridge Center—(Morgan Park)—found its lecture course more popular than ever. This included Cornelia Otis Skinner, Angelo Patri and Admiral Richard Byrd. Their Community Center Council represents all of the recognized organizations and the churches. It is an important factor in the community life of the Ridge.

Roosevelt Center had two series of lectures this year. Dr. Edward Schoolman, the well known lecturer, gave a course in psychology for the layman. Mr. William H. Holly gave a series

of talks on current events which were followed by discussion. The response in attendance and interest warrants further development by the Forum Committee next year.

Edison Park has developed more class work and revived community interest this year. Their non-partisan meeting heard all candidates for alderman.

The work done by the sewing, tailoring and millinery classes was astonishing. The Sawyer had a most attractive fashion show with a whole procession of women wearing dresses and suits they had made in class. Some of them had with them their little children wearing adorable little dresses and coats mother had made.

Colman, Garfield and Hayes (all colored) included much work in various kinds of fancy and practical stitchery and rugs. The Garfield (the colored district having poorest living conditions) had a splendid display of rugs.

At Willard nearly seventy women graduated from the regular courses in sewing, tailoring or millinery. The group—all dressed in clothes and hats they had made were an encouraging picture. It was a pleasure to give them their certificates and watch the interest and response of the audience. Mention must be made of the groups of young colored women—several Normal College graduates. Their leader uses the activities as a means of developing the interests, making some of them less selfish and narrow.

The McCosh Center had the only tournament in indoor tennis. Attractive little watch fob medals were given. In the McCosh and Hayes, many middle-aged and elderly colored folks learned to read and write. The writing exhibited at the centers and the Federation exhibit was proof of their courage and achievement.

The Von Humboldt (operated by the Deborah Boys Club) developed a boys' chorus and orchestra in no time. It was a joy to hear their music which was of a high standard.

The Falconer has the only class in aviation. They bought a motor from a large plane and the men in that class do real work there.

The workers at Garfield have a hard job and deserve much encouragement for what they have done. The lives of the children are unorganized and tall colored lads—age unknown—wander about without work. Crowding and lack of work are everywhere. This is also true of the workers at Garfield where lack of interests causes a high rate of delinquency. Sometimes the woodwork room is running to capacity and some nights interest lags, but always some are helped. One of the people showing talent in clay modeling is a deaf mute colored boy. He was so happy.

Norwood Park still reaps the benefit of its $8,000 worth of fine pictures and fills many needs in what is really village life.

Peterson has greatly broadened the point of view of the people. They have the satisfaction of seeing children grow up in their center and take their places in community life.

Bowling is popular in the Dalton, Mass., community house, as it is everywhere!

It gave me a real thrill to give certificates to the Polish group who learned English this year at Russell Square Center. Four married couples attended regularly together. Young women who came to this country recently made rapid progress. Men whose native intelligence and personality had made them popular received much applause as they came to the platform. The forty-four who received certificates were only those who attended regularly. There were many more who went as they could. The whole final program given by women and men of the neighborhood meant something to the audience. The cooking teacher sent by the gas company has had fine response here.

At the Thorp, by the steel mills, the Mexican group stands out among the several nationalities,

The desire on the part of adults not only to make things, but to create something of beauty and permanence, is resulting in the enrichment of the handcraft program in the community centers of many cities

nearly all of the classes in English being made up of Mexican men. The unusual sculpture is original work by them. The artist does not teach more than the technique of handling the clay. These men sing together happily at the close of the evening. They sing mostly lovely Spanish songs but have learned two in English.

The Community Center Players (from several centers) gave a program at Palos Park. Besides a one-act play the director gave a lecture demonstration on stagecraft and lighting. They have given performances at several community centers this year.

There is no part of the work of community centers which is more valuable than that for young men. Small homes force folks out of them. Youth wants something to do and a suitable place for the activity. Many, many young men had had no work for months and no decent clothes. They appreciate the centers and begged that they be open longer.

Problem

Many teachers say that no young children should be allowed in the community centers at night. In a study of the out of school hours of 500 young children these facts are significant. Three hundred attended community centers; 57 remained indoors evenings; not one mother or father played with their children.

It is a fine theory that we can observe sort of a curfew for children by which they will all stay at home nights to study and go to bed early. It doesn't work. The children are not indoors nights in a high per cent of homes. Some parents do not care where they are. Others feel that night is the only opportunity for their children to develop interest in leisure time activities. It is gratifying to see the young folks who have grown up in the center during the past four or six years now conducting their own group work and taking places on the Community Center Council. There are children only eight years of age in the Montefiore, Parental and other such schools.

One of the most difficult problems is the attitude of people toward the school. Fine men and women often tell me that it was difficult to make up their minds to come to the school center because of the unpleasant memories of some of their school days.

Investigation of the few reports of breakage with malice shows little ground for the reports. There is very little trouble of this kind during the center season, and in some places a large amount in the day school. We have been able to change the attitude of the groups in a number of centers from a desire to destroy to a desire to build. We have a huge task in this still and for years to come, I fear. In his Kingdom of "Do As Thou Wilt" Rabelais excluded all of those not equal to living under such freedom as he planned.

A few centers have had a real gang problem. In one they did not belong to the school group. They were rough in dress and manner and were annoying for several weeks. At another the group was worse. They are the gang which makes a practice of hurting the helpless. They made the front page by taking a crippled man to a lonely spot and torturing him. Some of these young men live in the district and the others are from a section not far away. It is to the credit of that center that they finally won over some of the leaders. All of the work with boys is especially

interesting and important. We always hear of the wrong things boys do. But it is difficult to make some folks think a leader for anything but "gym" is worth paying for.

We must begin when the children are very young. I am happy to say that at least one group of young parents is taking up my suggestion that there be a sort of kindergarten training class for them at the center next year. They will find it great fun, too. I would like to see something of the sort part of the high school course. Why is it so much more necessary to learn how to handle the automobile than the children?

We meet fathers who are keen for suggestions on psychology of selling and mothers who want recipes for food, but just let anybody who knows child psychology try to make one suggestion about the way the mother is pushing her daughter away or the father is trying to make "hard boiled" the son who has a fine sensitive temperament!—We hope to make the community center a place where parents can learn to understand their children—especially the emotional life.

Workers with the right ideas and personalities and ability to use them are not easy to find. They cannot use the methods that unfortunately so often are used with day school children. In one center a young woman and man (brother and sister) were showing talent in pottery and were coming out of their shells of timidity. They spoke almost no English but were trying to learn. A young day school teacher who is on the center staff didn't like their way of trying to learn and so "told them what I thought of them as I do the children." Of course they never came back.

During the second year of this department (five years ago) representatives of the community centers decided to organize the Federation of Public School Community Centers. Inasmuch as parliamentarians and well known lawyers were on the committee the constitution and by-laws were properly drawn with the necessary preambles and wherefores. Each center is allowed three delegates. The directors are the officers of the Federation and representatives of the Chicago Urban League, the Chicago Woman's Aid and the Adult Education Council—organizations which are city-wide and interested in all community centers. This has proved a valuable organization.

In past years the Federation has had many speakers at well attended monthly meetings. Now there is a dinner meeting with a speaker in the autumn and an annual meeting just before centers close. Other meetings are on call. At the annual meeting there is election of officers and the program is drama, music and dancing from the various centers. There is an exhibit of handwork from the centers. There is always a large attendance and interest is keen right up to the 11:00 P. M. closing number. Except for those taking part no children attend the meeting.

Each year these programs grow better in standard and skill. This year it was most creditable and included drama by adult groups, chorus of adults and of children, orchestra of children and young folks, dancing by children and adults. Although only a few minutes were allowed for a number, the work held the enthusiastic audience. The exhibit was truly our best yet. There was sewing, tailoring, millinery, stitchery, painting, dyeing, sculpture, pottery, pen and pencil sketches, rugs of several kinds, lamp shades, composition books by foreign born and colored people learning to read and write, kites, reed work and woodwork.

A Civil Engineer Urges More Community Centers

Lawrence D. Bell, civil engineer of Babylon, New York, commenting on the broad conception of the leisure time field presented by Dr. L. P. Jacks and other speakers at the Recreation Congress in Atlantic City, urges an extension of community centers as an effective means in helping to solve the problem of public recreation. At the present time, Mr. Bell feels, the major emphasis is being laid on the provision of parks and playgrounds, and while this is of fundamental importance he fears the recreation movement may be failing to develop in the community center a means of public recreation of equal value and importance.

Mr. Bell suggests that a community center should be housed in a building which will provide: (1) A well equipped gymnasium which could be used by boys and girls in turn as well as the older members of the community. (2) Meeting rooms for the clubs of the girls and boys. (3) An auditorium for debating, literary and dramatic clubs, lectures and concerts. (4) A library and reading room. (5) Playrooms for children. (6) A banquet room and kitchen facilities for the use of clubs and other organizations. (7) A ballroom, and (8) A comfortable lobby and lounging room with a radio and piano where strangers and members of the community meet.

Social Recreation as A Joy Giving Activity

By Viola P. Armstrong
Director of Social Recreation
Detroit Department of Recreation

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DURING recent years we have been experimenting a great deal in Detroit in the field of social recreation, and we are finding that it answers one of the very greatest of recreational needs.

Social recreation promotes fellowship in friendly human groups.

Let us consider for a moment Webster's definition of "social" and "recreation":

Social—of or pertaining to companionship; that which has to do with human intercourse.

Recreation—refreshment of the strength and spirit after toil; diversion; act of being recreated.

The real significance then of social recreation is that it not only should recreate, that is, provide true refreshment of the strength and spirit, but it needs to furnish, at the same time, companionship. A social recreation program which accomplishes this is truly making a real contribution to happiness.

Professor Hayden of Chicago University said in an article in the October, 1930, *Survey Graphic*, "There are four things that people need: (1) Opportunity for creative expression; (2) Fellowship in friendly human groups—a sense of belonging to; (3) Sense of at-homeness in the universe; (4) Sharing with the best heritage of the race—a knowledge and appreciation of history and training that mankind has discovered."

Sharing Beauty

We are surrounded by beauty at all times—beauty that is ours for the taking—yet how many of us pass it by with eyes that see not and ears that hear not. How much more eagerly many people accept the worthless things in life, passing by that which is fine because they have not yet learned to distinguish between those things that are worth while and those things which are not. And here we recreation leaders can be trail blazers—keeping the paths always open to the best things that can be had, and, like the Pied Piper, making these paths so fascinating that everyone is eager

to drop whatever he has been doing and follow where they lead.

Everyone has greater leisure than ever before, but how few really interesting and worth while things can be enjoyed alone! How many of us, forced to see a lovely picture, a beautiful bit of scenery or a gorgeous sunset alone, have realized that sharing it with another would greatly have enhanced its beauty. Sharing is a very necessary part of life.

An artist shares his experiences whether he paints a picture, plays a piece of music or writes a bit of poetry. Art, then, is essentially social, because it originates in the need of the artist to share. The fine arts both rest and inspire, therefore they are recreative as well as social.

Folk Dancing and Social Recreation

One of the arts that can be successfully and easily fitted into an evening of social recreation and to the true social value of which many of us are only just awakening, is folk dancing.

"Dancing in its wholesome and beautiful aspects is as truly the storehouse of the emotions and social experiences of the race as any other art."*

We must be careful, however, not to confuse folk dancing with the modern couple dance. The latter is almost entirely a commercialized product of this age of restlessness, jazz and machinery, while the former has grown for centuries out of the very life of the people. Folk dances are a group activity, and when presented and participated in in the true spirit, cannot fail to develop cooperation and sociability. Folk dances and folk games, play party games and our old-fashioned square and contra dances are largely group activities requiring varying numbers of people. They are, in reality, merely game patterns set to music and have grown out of the play life of many nations through many centuries. They are more truly social than the dancing which we call social dancing. The dancers are constantly changing places and usually dancing, not with their partners alone, but with everyone else in the group as well. This brings about a spirit of fun and social fellowship. Each person is no longer just an individual, but a very definite part of the whole group and must be ready to do his part. Thus each one contributes to the good time of all.

The music and tunes, as well as the words, where there are any, have also come from the people themselves. They, too, are a rehearsal of the experiences of these simple folk to whom we are indebted for them. Many of the tunes are truly lovely and grow lovelier as we learn to know them better.

Folk dances and folk games, which sometimes are quite active, are not so great a physical strain as many of our running games and relays. As an international activity they may prove quite valuable. Through them is aroused a greater understanding and appreciation of the people who have given them to us. One cannot dance the folk dances nor sing the folk songs of any people without gaining some insight into the life of these people. We become comrades as we share these rich experiences of others.

The Play Party

Play party games may also form a happy part of any social evening. As mixers they cannot be surpassed. The play party is a distinct type of entertainment which grew up in communities where the people were dependent on their own resources. Not even a piano or a fiddle was necessary to the success of the party. These games are really very simple folk dances with the players furnishing their own music by singing or clapping as they go through the various figures. They are usually played in groups of almost any size and very often they do not even require partners. Whenever they do the changing of partners is so frequent that the greatest number of social contacts are made possible. Everyone contributes his share to both the music and the action. This develops cooperation and sociability.

Among the games that we have found most valuable additions to the program of any mixed adult group are *Brown Eyed Mary, Push the Business On, Susan Brown, Bingo, Needle's Eye, The Old Brass Wagon, Golden Slippers* and *Skip to My Lou.* However, there are many others, characteristic of the community from which they come.

The play party does not claim to have originated in America, though it comes to us from our early settlers who brought with them into this new country of America the peculiar traditions and customs of the old world. Some of them may be recognized as Scotch, Irish and German, but the majority as English. *The Play Party in Indiana,* by Leah Wolford, published by the Indiana Historical Commission, Indianapolis, will give one a vivid picture of this early type of social recreation, much of which we have found worthy of reviving. Lynn Rohrbough's 'Handy 11" also has a most

*Fine Arts in Recreation—Handy Kit 17.

interesting chapter on the play party and contains many of the choicest of these games.

A well planned evening with marches, mixers, active games, relays, folk games, folk dances or play party games, along with periods for in-between or "chair" games and stunts, bringing the evening to a climax with a group game, song or dance, in which all participate, has never failed in sending everyone home refreshed, happy and better able to meet the problems of tomorrow.

If you want to get a real thrill, put on an evening of this type with a group of Parent-Teachers or any other so-called "grown-ups" who have forgotten the word play as applied to themselves. You will hear many a "Why, I haven't had such a good time since I can remember," "I feel like a boy again," "I haven't laughed so hard in years," "Will you ever forget Mr. So-and-So?" "This is the best tonic I've ever taken for tired nerves, it beats medicine." One Jewish mother told me not long ago that she had never had as much fun before in her life. Think of being able to offer anyone that much fun and so easily!

Why have they had such a good time and why do they feel younger? They have forgotten themselves in play! They have become again the children they are at heart, forgetting that they are dignified business men and women with many responsibilities and worries, or that they have done a big washing and seem to be physically tired out. Some who come to such an evening are apparently so fatigued that at first they do not believe they can participate. Then they are drawn in by the fun and almost invariably they forget to get out and they take part the entire evening. After an hour or so of games, singing and folk dances they are completely rested, not only mentally and spiritually, but even physically. Our program should *entice* people to play, not *force* them, and we should make it easier and less embarrassing to get in than to stay out. To lose one's self completely in any worth while activity is a real thrill.

Do not hesitate to use this type of program for most any adult group. You will be surprised and happy at the results. Any dull evening can be made brighter through them and even our younger generation are enthusiastic once they have learned the real fun they produce. Here is a test of real leadership.

To share these folk things with others, however, one should first have acquired not only the letter but the spirit as well. We cannot just *do* them, we must also *feel* them as well, and one who cannot feel them will be unable to offer them to others. We cannot share with others something we do not possess ourselves.

Popular Activities

Some of the folk dances and games that have proved most useful in creating the social feeling and interest of large mixed groups are:

The Wheat (Czecho Slovakia)
The Thief (Norway)
Ach Ja! (Germany)
Come let us be Joyful (Germany)
Gustaf's Toast (Sweden)
Roselille (Denmark)
Miatelitza (Russia)
Seven Steps (Austria)
John Brown (America)
Captain Jinks (America)
Sicilian Circle (America)

These are all so very simple that any group may become familiar with them within a very few moments.

The fact that we are suggesting the more general use of folk games and dances in our adult social recreation does not mean that it is the only type of program that tends to socialize and furnish companionship. Any worth while activity may be "social." Table game parties are a pleasant change for those who usually want to play bridge, and equally enjoyable for those who do not. Used progressively, they bring about sociability and friendliness, which are not nearly so marked in bridge and other games where the recreation has been forgotten in the desire to win. Bridge is one of our finest games, but it does not contain as much of the social element as many of our other games.

Singing is another of our very best socializers. Most people like to sing whether they can sing well or not, and singing together does establish a very happy fellowship and informality. However, the type of songs we choose decides quite definitely the real value of the activity.

The Social Leader

Just a few words to the social leader who is to accomplish all this:

There are many qualifications necessary for a successful leader—all or many of which most recreation workers are thoroughly familiar with. However, there are two which are often neglected or entirely forgotten. Because they seem to play such an important part in any kind of leadership, but especially so in social recreation leadership, they need to be emphasized.

"We believe that man is essentially a social being. His highest creative experience cannot find its most significant meaning apart from the social group. As a creative spirit, man seeks fellowship with other creative spirits; he feels a covenant relation with them. At his best he feels a sense of kinship with all human beings, and an appreciation of the creation of the ages.

"We desire to use recreation to lead ourselves and others into a joyous creative experience. We are eager to share the folk experiences and traditions of all peoples and to build for ourselves an attitude toward life as a whole, which will make for satisfactions which abide."

Quotation from recreation creed adopted at social recreation institute, Walden Woods, Michigan, May, 1931.

The first is enthusiasm.

Many people confuse enthusiasm with what is usually called "pep." They really have little in common. Genuine enthusiasm is a spiritual something that comes from within and radiates to the entire group. It is the result of a sincere love and faith in recreation and is shown in one's eyes, one's smile, one's whole attitude. While "pep" is physical and will antagonize and bore people, enthusiasm acts in quite a different manner. It is a contagious sort of thing that reaches out and embraces everyone nearby. It is more than manner —it is an inner force which when rightly used can do a great deal toward spreading the joy of recreation anywhere and any time.

The second thing that seems so essential is a "love of people." You will need a combination of these two if you expect to have real social recreation leadership. Your group is much more important than your game. It is wiser to build your program around your group than to try to make the group fit the program. We must constantly study our groups and strive always to arouse and hold their interest and enthusiasm.

Why should we as leaders be always eager to grow in our work? Is it not that we may give more? And is this giving not a gathering of everything useful and passing it on, sharing it with all with whom we can? We gather — then we sow. Scatter about these seeds of recreation, and see how quickly they grow up and in turn produce more seeds and happiness.

And so we must constantly be busy with our gathering,—new ideas, new games, new understanding — anything that will help to make recreation more truly recreative. We cannot constantly give out unless we are ever taking in, nor can we sit idle waiting for new things to come to us. It means real work, but we cannot be successful recreation leaders without a great deal of effort. And yet it should be a labor of joy—this planting of happiness — and at no time has it seemed a more worthy undertaking than at this time of economic stress.

Never miss an opportunity to learn a new folk dance, a new song, a new playground game or activity. No good idea is ever lost, nor need it be unused. It always means happiness for someone.

Let us not regard recreation as a means of earning a living, but as a real privilege that has been given us.

Prepare your program carefully and meet your group confidently and joyously and you will not fail to radiate a something that will make whatever recreation you offer delightfully contagious.

Recreation as Big as Life Itself

RECREATION, if defined rightly, is as big as life itself. It is the abundant life or will serve to make life more abundant, richer, fuller, and more complete.

Leaders are necessary, but they must know how far to reach and how to bring out the rest, as everybody is a potential leader in a social recreation conference.

I have always wanted to discover just how far certain social barriers could be broken down by recreation; just how much real brotherhood could be developed—that is, lasting and permanent brotherhood, the kind that carries over from the group in which you play to other groups; the barrier of race and class; the common denominator.

When we have made people have a good time, our job is only half done. We must also do our best to change society so that there will be a minimum of drudgery and a maximum of creativity. For creation and achievement are the purpose in life.

In order to get society to change from a competitive struggle to a cooperative and helpful group, we must get small groups of people living together, playing together, cooperating together.— From Impressions of the Social Recreation Conference at Walden Woods by George Burcham, Evanston, Illinois, "Kit 26."

Adults at Play

By Lynn Rohrbough
Social Recreation Union
Delaware, Ohio

Playing games out-of-doors adds much to their enjoyment and value

AT a Farm Bureau meeting where fifty people were crowded into a five-room country home, a dozen assorted puzzles were provided for the old fellows who could not be budged loose from their chairs to play games, take part in a stunt, or dance the Virginia Reel in the kitchen. Several already knew how to take the twisted nails apart; they showed others and called for the hard puzzles, and by refreshment time practically all, old and young, were in a huddle trying to work out a puzzle. Working them out was an excuse for the talking which so many adults, especially rural adults, enjoy as a recreation.

Making Things

Somewhat along the same line, a surprising interest developed out of a game class at the adult leadership conference at Camp Ohio this summer. A simple workbench with a few tools had been set up in the recreation tent for a demonstration in making game equipment. A county agent took a piece of wire and made up a clever spiral puzzle which was put on exhibit. First one and then another would be reminded of some old puzzle of wire, string, or wood, which he had known years ago, and by the end of the week we had a collection of some fifteen puzzle games, ranging from the old heart and bead to the Devil's Needle, and a 45 peg solitaire board which the father of one of the leaders had worked months in solving, years before. Scores of copies of the games were made by leaders to take home, and several were heard to remark that it was the first time in years that they had had a chance to handle tools. It was real recreation in the best sense of the word. At least three men became so enthusiastic about the possibilities of the project that they later used the games as a craft project in county 4-H Club camps.

Mr. Rohrbough, whose "Kit" and other publications on social recreation are so widely and favorably known, tells here of adults as he has watched them at play. They like a variety of things, he has found. Puzzles, making things, dancing, archery, play party games, are a few of the activities which are always popular.

A Quarter Century's Enjoyment

It is quite obvious that adults like an element of permanence in their recreation, in striking contrast to the fluttering interest of adolescents. Last Spring we invited in a number of middle aged and elderly couples who knew old fashioned dancing, to meet Miss Elizabeth Burchenal who happened to be visiting in our town. In the group were four couples who had danced together regularly for more than twenty-five years. At the end of the evening someone asked "Billy" Foster, our neighbor, who had "called," if he knew any more dances in addition to the twenty changes we had danced, and in checking up it was discovered that the group knew more than fifty different figures. Anyone looking for social recreation of the highest order would give a small

fortune to acquire a charming and completely enjoyable activity, such as these old folk dances, good for a lifetime.

Reviving an Ancient Craft

A year ago last May, Foster Jones spent a couple of days with us at Lake Geneva making archery tackle and showing us the rudiments of shooting arrows with bows. He described the interest which had grown into an archery club among the young people of his church in Detroit, and his enthusiasm was so contagious that several of the group have spent a great deal of time since then on it. For example, Owen Geer, a member of the staff of the Methodist Board of Education, made a workshop in his basement, and in the past fifteen months has made up a beautiful collection of bows in lemonwood, hickory, cedar, and osage-orange, not to mention a bundle of shafts large enough to outfit a large class. This summer, as he traveled from Summer School to Camp Conference, the back of his car was filled with tackle and tools. Arriving, he finds a little corner and sets up shop to have a good time. Of course, quite accidentally, there are always a few who don't care for the high pressure competitive recreation program, and drift around to help him out. He has planted outposts of archery enthusiasts behind him in all parts of the country, thus demonstrating the value of finding a recreational activity of sufficient depth and breadth that you can introduce it to others.

Grown-up Youngsters

One can never foretell what childish thing an adult group is going to enjoy the most. To illustrate, at the scheduled party of the Four-State Club Leaders' Conference at Pokagon Park on a sweltering evening in August, we decided to "break the ice" with some old pioneer "play-party" games. The social room had been preempted by a visiting Rotary Ladies' Night and we had to get along with a cleared space in the lobby. By the time we had romped through "Three Old Maids" and "Skip to My Lou," all of our group and several visitors were in the circle, hot weather temporarily forgotten. Old favorites were called out, one following another: "Pig in the Parlor," "Somebody Waiting," "Jolly Miller," "Pass One Window," "Turn the Glasses Over," "Bingo," and "Brown Eyed Mary," until there was no time left for the adult program which had been planned. Meanwhile the Rotarians had finished their party and stood around four deep for half an hour watching the fun, which continued through all the figures of the Virginia Reel, danced to play-party tunes "Old Brass Wagon" and "Down the River." The next night a group was heard playing some of the games waist deep in the lake.

Social Recreation as a By-product

The men's club of a tiny rural church near Swanton, Ohio, under the leadership of the Rev. and Mrs. C. I. Lau, have turned an abandoned farm into a rural community center. They have named it "Dream Haven" and have laid out play courts, picnic grounds, and a vesper hill, all under volunteer leadership. Observing the group of men who were responsible for a second very successful community play day this July with 300 rural people participating, it was quite evident, it seemed to me, that the "workers" had shared a deeper social recreational experience than was possible to those who merely came to "play." Building play equipment, planning activities and directing the good times of others is work to the professional recreation leader, but properly motivated and appreciated, it is real recreation to volunteers.

General Observations

Recreationally, adults are doubtless the most ill-adjusted age group of modern society. Many never learned to play. Others specialized, or followed popular fads, and now find themselves stranded and bored with the passing of adolescent interests. Many no longer respond to outside leadership as children or youths do. Friends are not so easily made after thirty is passed.

Yet on the whole adults have the same ability to acquire new interests and skills that belong to earlier life. Normal adults are hungry for recognition, for satisfying membership in a congenial group. They like to achieve and have recognition. Most grown-ups like to make beautiful or interesting things with their hands. Given a chance, they like to use their minds; they like to acquire and share ideas. They can find pleasure in simple, elemental things that leave sophisticated adolescents cold. Perhaps the chief objective of leadership for adult groups should be to make leadership unnecessary as quickly as possible, by developing a taste and ability to find one's own recreations free from external stimulus.

Principles Involved in Planning a Party

By Mary J. Breen

Successful parties do not "just grow" like Topsy! There is a real art about party planning and definite principles must be followed.

KING WINTER, a snow man of cotton, is ready to issue his yearly summons to his mid-winter Dance Carnival. The workers, a handful of boys and girls, look over their handiwork with justifiable self pride. In an almost unbelievably short time they have transformed a bare school gymnasium into an Ice Queen's Palace. Everywhere there are flakes of snow dust, glittering water crystals, pine trees, and sprigs of evergreen. From the rafters hang icicle stalactites and cotton puff balls. Around the balcony railings prance haughty cardboard reindeers, the contribution of the Manual Training Class. Over all shimmers a chaste blue light in which dance snowflakes and sparkling ice crystals. This magic transformation is a spectacle of ingenuity and inventiveness. It reveals an unrestrained play of imagination. In their enthusiasm these boys and girls utilized the most significant successful party essentials,—those high spots which leaders are so apt to forget.

Creating a state of readiness is the most important of party principles. Intriguing invitations and attractive decorations are the most subtle of all ice breakers. Who can resist the coquettish dame who bids him to a St. Valentine's party, the paper bonnet suggesting it is time to primp for an Easter social, or the gumdrop nosegay announcing playtime out-of-doors? Book stores, stationery departments and party sections of magazines reveal treasure houses of ideas for novel invitations. Decorations need never be lavish or extravagant. Any room can be easily transformed with gaily patterned screens, rugs and cushions. One leader, realizing the effect of color on the emotions, refuses to use a drab piece of string where a colored one can be used. Another suggests an old costume party where there are limited opportunities for introducing color into the background. Still another uses ingenious decorative devices to relieve restraint and to develop that "party-frame-of-mind." Everyone remembers the "Chamber of Horrors" at a Hallowe'en party. This leader makes use of the same idea by designing appropriate party entrances,—a tepee to an Indian party, a cage for an animal fair, a tent for a circus, and an Igloo for an Eskimo social.

Parties should provide variety from routine work-a-day life. So-called "games parties" should not be overdone. One woman confessed amazement on hearing the boys and girls who attended her New Year's party ask if they might sit around the fire and just sing and tell stories. Another showed even greater consternation when invited by a group of youngsters to a good old time "Fruit Party" with Jack-O-Lanterns. Japanese tea parties, newspaper socials, foolish Bridge parties, old fashioned husking bees, afford limitless opportunities for novelty and appeal.

FOR HALLOWE'EN

October brings Hallowe'en. Are you making your plans for the annual party? Write the National Recreation Association for "Fun for Hallowe'en," a new bulletin just issued containing suggestions for a party, and for two amusing dramatic stunts. $.25.

Suggestions for novel socials are published from time to time by the *Woman's Home Companion,* the *Ladies Home Journal* and similar magazines. *Ten Recreational Parties* published by the Woman's Press, New York City, contains directions for such picturesque parties as an Italian Street Scene, a Gypsy Scene, a Peanut Party and a Doll Party. Any number of books on parties are now available for the conscientious hostess.

No matter how unusual a party, however, the program for it must always be well planned. Most leaders know the most important fundamentals of program building. The following are a few reminders:

1. Start a party as soon as the first guest arrives. Conversational games in which participation is informal are particularly appropriate.

2. Use mixers to socialize and unify the group. Some of the best of the old favorites are grand marches, *Rig-a-jig-jig, Shake and Run, Hello and Goodbye.*

3. Arrange games in an easy sequence according to the forms of playing. Lead naturally and without confusion from circle to line games.

4. Vary programs so that they include quiet games, simple dramatic stunts, musical nonsense, rhymes and stunt songs. An interlude of such activities provides relaxation after the climax has been reached in a program of physical activities.

5. Close the program with a "bang." Never let a party fade out. Nothing is so deadly as having people stand around awkwardly waiting for an opportunity to say good-night. Remember the "lets-do-it-again" feeling brings people back a second time. Games like *Good-night, Ladies,* and carefully planned songs leading from popular to old familiar tunes leave no doubt but that "good friends must part."

Successful parties evoke pleasurable anticipation instead of apathy, joyousness instead of mere boisterousness, and genuine happiness instead of half-hearted amusement. To lead parties in which there is so much joie-de-vivre, leaders must acquire early the ability to work easily with people, a sense of humor, an enthusiasm that is contagious and vitalizing, and the ability to minimize embarrassment and restraint. Under such leadership, parties are sure to be refreshing. They are bound to develop those group responses which every leader seeks—pre-party anticipation, whole hearted participation, and the satisfying realization that play is mostly for the fun of it.

Ice Breakers in 1882

THAT there are certain experiences which do not vary greatly from age to age is borne out in an old book on games entitled *New Games for Parlor and Lawn,* published by Harper and Brothers in 1882. In those days, as in our own, hostesses at parties apparently had difficulty in "getting started," and so we find a chapter in the book dedicated to "Mirthful Magic or How to Turn a Dull Party Into a Merry One."

"When young people, and often old ones also, first arrive at a party they are apt to feel a little stiff and awkward, and to stand about in corners, as if oppressed with the responsibility of their best gloves and clothes, and the giver of entertainment seeks in vain to enliven and stir them up. For her aid we propose to give a few simple receipts which will answer the purpose, and give them a good laugh, after which they will be ready for the harder games which will follow. First she may ask them to join in the game of 'Satisfaction.' Every person in the room is invited to stand up, and all join hands in a ring, in the centre of which the leader stands, holding a cane in her hand, with which she points to each one in turn, and asks this question, 'Are you satisfied?' Each replies in turn as he or she pleases, many probably saying 'No,' and others 'Yes.' The leader then says, "All who are satisfied may sit down, the others may stand up until they are satisfied.'"

A sample of the "receipts" offered follows:

"Mesmeric Trick. Offer to mesmerize any lady so that she cannot get up alone; and when one volunteers place her in a chair in the centre of the room, and sit facing her, requesting all the company to keep quiet and unite their wills with yours. Ask the lady to fold her arms and lean back comfortably, and proceed to make a variety of passes and motions with your hands with great solemnity. After a few moments say, 'Get up; and as she rises from her chair you rise at the same moment and say, 'I told you you could not get up alone.' If she suspects a trick and does not rise, of course your reply is the same."

Social Games and Stunts

At the Recreation Congress, held at Atlantic City in October, 1930, a practical demonstration of social games was held in which delegates assumed responsibility for teaching games which they had found particularly popular. The games were later compiled by W. T. Reed, Superintendent of Parks and Recreation, Altoona, Pennsylvania. A few of the games from Mr. Reed's compilation are presented here.

IT was a group of enthusiastic leaders at the 1930 Recreation Congress who until late one night demonstrated games and told one another of the social activities they had found most successful in their programs. It was no theoretical discussion but a practical "give and take," and each delegate came away with new ideas for his winter parties.

Here are a few of the games they taught one another to play:

Have You Seen My Sheep?

The players stand in a circle. One walks around on the outside. He touches one of the circle players on the back and asks, "Have you seen my sheep?" The one questioned answers, "How was he dressed?" The outside player then describes the dress of someone in the circle saying, for instance, "He wears a red necktie; he is dressed in gray and he has low shoes." The one questioned then names the one whom he thinks this describes, and if right, at once begins to run after him around the circle. Each of the circle players must be very alert to recognize himself in the description given by the outside player, for as soon as he is named he must run around the outside of the circle chased by the player who guessed, and try to reach his own place before being tagged. The one who gives the description does not take part in the chase. Should the runner be tagged before returning to his place, he must take the place of the questioner, running in his turn around the circle and asking of some player, "Have you seen my sheep?"

Old Sayings (Double Quick Relay)

The players are divided into two lines or teams of equal numbers who stand facing each other. A box, a table or a chair is placed at end of each line. A block, a bean bag, a book, or whatnot should be placed on the box at one end of each line. Each player of every line is numbered consecutively from number one up, so that there is a number one in each line, a number two in each line, etc. Each number of both lines is given a name, such as, number one's—*Feather;* number two's—*Picture;* number three's—*Whistle.* The director calls for two players by announcing the first part of a well known phrase, such as, "As light as a ..... (feather)"; "As pretty as a ..... (picture)." The two players whose names are designated, race to the end of the line where the object has been placed, carry it to the opposite end of the line, place it on the box, table or chair or whatever it may be and return to their places in the line. The first person to reach his place in line scores one point for his side. The following phrases are suggested:

1. Hard as a Rock
2. Light as a Feather
3. White as Snow
4. Cold as Ice
5. Hot as Fire
6. Yellow as Gold
7. Fine as Silk
8. Sweet as Honey
9. Clear as a Crystal
10. Green as Grass
11. Large as an Elephant
12. Sharp as a Razor
13. High as a Mountain
14. Dry as a Bone
15. Sour as a Lemon
16. Pretty as a Picture
17. Black as a Crow
18. Fat as a Pig
19. Sly as a Fox
20. Thin as a Rail
21. Strong as an Ox
22. Cross as a Bear
23. Neat as a Pin
24. Dead as a Doornail
25. Flat as a Pancake
26. Red as a Beet
27. Blind as a Bat
28. Busy as a Bee
29. Happy as a Lark
30. Slow as a Snail
31. Clean as a Whistle
32. Fit as a Fiddle
33. Fierce as a Tiger
34. Quick as Lightning

Man Race

Divide the group into equal teams. Players stand in a line, one behind the other, facing a blackboard or large piece of brown paper. At the signal from the leader, the first person in each line runs to the blackboard or paper and draws some part of a man, such as body, head or any one part. As soon as that person has finished, he runs and touches off the next person in line who repeats the performance. The line which finishes first is given one point, the most complete "man," one point, and the "best looking" man, a point. The relay may be repeated several times.

Nursery Rhyme Contest

The group is divided into two. One group starts singing a nursery rhyme, always closing with the words "she threw it out the window." For example:

Mary had a little lamb,
Its fleece was white as snow;
Everywhere that Mary went
She threw it out the window.

As soon as one group stops singing one rhyme, the second group starts another. The game is finished as soon as either side reaches the end of its repertoire or repeats a rhyme sung by the other side. The success of the game depends largely upon the quickness of response and the zest with which the rhymes are sung.

O Chester Have You 'Eared about Hairy?
(Tune: *Yankee Doodle*)

O *Chest*-er have you 'eared about *Hairy*
Chest got back from the *Army,*
I 'ear he *nose* how to wear a rose
Hip, hip, hooray for the *Army.*

As this parody is sung, the singers slap the parts of the body named. The best effect is obtained by starting slowly and then quickening speed each time the song is repeated.

Ach Ja!

Wenn der Vater und die Mutter
In die Kirche weite gehen
Ach Ja! Ach Ja!
Und haben wir kein geld,
So hab'n die ander' Leut'
Ach Ja! Ach Ja!

Chorus:

Tra la la, Tra la la, tra la la la la la la
Tra la la, Tra la la, tra la la la la la la

(A group which does not know the words may hum the music of the verse, saying only "ach ja" and "tra la.")

1. Partners join adjacent hands, the man with the left hand toward the center of the circle and with the girl on the man's right. They walk to the right around the circle seven steps; partners then face each other, release hands and bow very simply by bending at the hips on "ach," then turn back to back and bow again on "ja."
2. Repeat from the beginning.
3. Chorus—partners join hands on chorus and step to the side and then stop, bringing the feet together (step, close) and so on for four steps to the man's left and the girl's right, and finishing with the bows as before. Note: The music for "Ach Ja" and "Thief" has been copyrighted by Neva Boyd. It can be found in *Handy II.**

*Church Recreation Service, Delaware, Ohio. $2.50.

Sneeze Concert

Divide the audience into three convenient sections and announce that these directions for a gigantic community sneeze be followed closely:

When you have counted three, everyone present is to throw back his head, open wide his mouth, and—

Section one will shout "Hish"
Section two will shout "Hash"
Section three will shout "Choo"—
All at the same time and as loudly as possible.

Pufferbilly Song

Down at the station, early in the morning,
See the little Pufferbillies standing in a row
See the engine driver twist the little handle,
Tst!—Tst!—Toot!—Toot! There they go.

(May be used as a two or four part round. Music to this found in the *Girl Scout Song Book.*)†

Spoke Relay

The players stand in five or more divisions in a single file, facing the common center. This formation is like the spokes of a wheel. There shall be one odd player who shall run outside the circle and tag the end player of any one line. This player shall pass the tag to the player in front of him in his same line and each player does the same until the player who is last is tagged. At the instant the player receives the tag he passes it forward and starts at once around the circle coming back where he started. The fun comes in the pushing and squeezing while circling the outside in order that the player shall not be left out.

Thief

Players take partners and stand in a single circle facing in. One player in the circle is without a partner and is the first "thief." To the music the thief skips sideways, diagonally across the circle and steals a partner from someone in the circle. Taking both her hands, he skips back across the circle to his place in line. The player whose partner was stolen immediately skips sideways across the circle and takes some other player's partner and they both skip back to place. This continues without any interruption, the player whose partner has been stolen in each case immediately skipping sideways to secure another. In this game the players must not be allowed to lag, but must move rapidly.

*Girl Scouts, Incorporated, 670 Lexington Avenue, New York City. $1.00.

Music in Community Centers

A plea for permeating the entire community center program with the best music has to offer

By Augustus Delafield Zanzig
Director of Music
National Recreation Association

AT eight o'clock every Monday evening in one of the community centers of a large mid-western city a community sing was offered. The elective and volunteer council of citizens in charge of the center felt responsibility in making this endeavor successful. They wanted their center to have music as well as many other things, and some of them could be seen at almost every sing. One of them acted as press agent and they all felt urged to attract people in any way they could to these Monday evening gatherings. But after eight weeks of such effort the Council voted emphatically to drop community singing. The number participating in it, about forty in the beginning, had dwindled to eight or ten.

At a number of the San Francisco centers there are choruses of older women meeting regularly.

Now a tonic of good, lastingly palatable "food" for singing and some for listening, an interest in dramatizing some of the witty old ballads, the stimulus of a project such as singing between the acts of a play, or some other vitalizing influences, might have made this musical patient flourish very happily. But there were many other opportunities

for community singing in that community center that were neglected.

A visitor going through the building one evening found young men in a gymnasium class marching around in silence with orderly, vigorous step, but without the liberating buoyancy and swing of movement that marching should have. A good brass band would have helped enormously if the place were larger, and almost as helpful would have been the piano if it were well played and if it were in tune. But a good hiking song sung by the boys themselves would have been best of all.

In the auditorium on the same evening a group of women, some of them middle-aged, were engaged in what was evidently one of the last rehearsals of a sort of burlesque show. The leader, locally famous for his radio "jazz patters," was playing *That's My Weakness Now* and shouting directions to the women, who were wriggling or strutting around the stage or in a row in the front of it and yowling the chorus. A pathetic sight it was, without laughter; apparently a desperate but vain effort to be gay. One thought of the really gay singing and dancing they might be having, and of other deeper and romantic things about womanhood; and he very soon turned away from that show.

In a classroom nearby a small group were rehearsing Barrie's *The Old Lady Shows Her Medals,* a delightful antidote to what the auditorium was forced to hold. This and two other short plays were later to be given to the folk of the center. There was to be music between the plays, which was to be provided by the "jazz patter" man! But why not have a group of men sing the Scottish *Bonnie Dundee* or *The Hundred Pipers* before or after that Barrie play, and have them followed by a chorus of women in another good Scottish or an English folk song, and then the men and women together in such a song as *Ay Waukin, O* or *The Blue Bells of Scotland?* This singing might be all the more intertwined in the thread of the Barrie tale if it were "behind the scenes." Why struggle to attract people to community singing on Monday evenings and then have "jazz patters" when the people are attracted to a play that, like many other plays, can be very happily wedded to music that is appropriate both to itself and to the community singers or players? The whole audience might well have sung *Annie Laurie* or the like.

There were several other activities scheduled for that evening in the center. A mothers' club had a sewing bee which was also very much of a talking bee and might have included some informal singing. Lacking someone to start a song and help to keep it going, a good phonograph sparingly used might very well have done the trick with only the help of one of the mothers to start it off. The following songs have been recorded for the very purpose of persuading and otherwise helping people of all ages to sing them:

These suggestions for music in community centers have been taken from a chapter entitled Music in Settlements and Community Centers, which will appear in a forthcoming book, Music in American Life. This book, to be published by the Oxford University Press, incorporates the results of a study of community music made by Mr. Zanzig for the National Recreation Association. Announcement will be made later of the publication of the book.

Songs People Enjoy Singing

	Victor Records
1. Spring Song (Chopin); 2. Spring's Messenger (Schumann); 3. Autumn (Franz); 4. Greeting (Mendelssohn)	20343
1. Morning Song (Grieg); 2. The Rose (Franz); 3. The Jolly Miller (Schubert); 4. The Brooklet (Schubert)	20343
1. Lavender's Blue (English); 2. I Had a Little Nut Tree (English); 3. Golden Slumbers (English); 4. Sweet Nightingale (English); 5. The Spanish Gypsy (Spanish)	20986
1. Going Through Lorraine (French); 2. Praise to the Father (Dutch); 3. La Cachucha (Spanish); 4. Bosnian Shepherd Song (Bosnia)	20986
1. Lullaby (Cradle Song) (arr. Brahms); 2. Little Dustman (Brahms)	20737
1. Hey Baloo (Schumann); 2. The Linden Tree (Schubert)	20737
1. Away for Rio (Sailor's Chantey); 2. Blow the Man Down (Sailor's Chantey); 3. Sourwood Mountain (Kentucky Folk); 4. Billy Boy (Old English); 5. Begone, Dull Care (Old English)	21751
1. Sweet Kitty Clover (Knight-Kean); 2. Bendemeer's Stream (Old Tune); 3. Frog Went a-Courting (Kentucky Folk); 4. Spanish Guitar (College Song)	21751
1. Flow Gently Sweet Afton (Burns-Spilman); 2. Sally in Our Alley (Old English); 3. Ye Banks and Braes of Bonnie Doon (Old Scotch)	4083
1. John Peel (Border Song); 2. Scots Wha' Hae (Old Scotch); 3. Jock O'Hazeldean (Old Scotch)	4083
Home, Sweet Home (Payne-Bishop)	21949
Sweet and Low (Tennyson-Barnby)	21949
Old Folks at Home (Foster)	21950
Dixie (Emmett)	21950
Drink to Me Only With Thine Eyes (Old English)	22081
Believe Me, If All Those Endearing Young Charms (Old Irish)	22081
1. All Through the Night (Old Welsh); 2. Love's Old Sweet Song (Molloy)	22082
1. Annie Laurie (Old Scotch); 2. Auld Lang Syne (Old Scotch)	22082

A Plowing Song; Dreaming; The Keeper (English); Kye Song of St. Bride (Clokey); Music in the Air (Root) 22455

Alleluia (German); Tiritomba (Italian); Morning Comes Early (Slovakian); A Song of Seasons (Hungarian) 22457

Song of the Volga Boatmen; Going Through Lorraine; Andulko (Slovakian); Rada Song (Slovakian) 22456

Any of these songs is likely to set people humming if not singing it, and it is very likely to remain in the memory for many a day, a very enjoyable accompaniment not only to sewing but also to other chores of housekeeping at home. Having the words of the song or songs on the blackboard will add to the urge to sing and a mimeographed copy of them for each mother would be likely to find its way to her home, there to do likewise—perhaps for her family as well as for herself.

It would be very foolish to try to introduce music into every activity or meeting. That is not the intention. There were quiet games of cards and checkers in that center, and saws, hammers and planes kept ears and minds full in the shop. But it is equally foolish to neglect or misuse opportunities to bring music into what are natural settings for it.

In many community centers a special "community night" is held once a month or every two months, in some once a week, when the whole evening is given to some kind or kinds of activity or exhibition which everyone at the center can participate in or observe. Music almost always has some part in such a program, and sometimes occupies all of it. Harvest, Christmas, Spring and Folk festivals and other celebrations also offer fortunate opportunities for singing and playing.

At this point is should be emphatically repeated that musical groups from the public and private schools and music schools of the neighborhood should now and then be given opportunity to take part in community center affairs. Such a relationship to the schools is especially suited to the many community centers that are in school buildings.

Music for Boys

Encouragement for musical endeavors with boys may be found in the great success of boys' glee clubs in an increasing number of schools. For instance, in Minneapolis, there are Junior High school boys' glee clubs that meet voluntarily three times a week during club periods when there are meetings of many other kinds of clubs that any boy might enter. The principal of a school in which there are seventy boys in a glee club said that there could be three more such clubs if there were teachers enough. Those seventy boys sing four-part music admirably and are able to read such music at sight with remarkable skill. This ability to "play the game" well is, of course, an important factor, but the process of acquiring ability, if carried on effectively, without waste of time or effort is also interesting. In Seattle there is an extra-curricular Junior High school glee club of ninety boys who come regularly at 7:45 A. M. for their rehearsals.

Choral Groups

In the Y. W. C. A. in Washington, D. C., there has been a Madrigal Club of eighteen men and women whose weekly rehearsal from 8 to 9 o'clock is always followed by a social hour. In respect to the social hour, this is similar to the large Cincinnati chorus of young men and women, which is also exemplary of what might be done in a community center. During Music Week in San Francisco last year three leaders of working girls' choruses combined them in a single concert. In Baltimore fourteen women's clubs with about 600 members and ten girls' clubs with a membership of about 200, all of them community center groups, came together at the recreation pier for a song contest in which each club presented a song and tableau and was judged for its singing.

A festival combining the community center choral groups of a city, or a quota from each group, could be a fine, stimulating project; all the better if it could combine orchestral groups in the same way for the same event. In the Washington Y. W. C. A. a glee club was formed of a quota from each of several clubs meeting in the building. This suggests the possibility of an All-Community Center Chorus similarly formed.

An all-city or an all-neighborhood choir of boys alone, girls alone, or one of boys and girls together, formed of the most faithful and capable singers, could be most easily attained in the schools—and this has been done in a number of cities. But if adequate leadership and cooperation with the school music teachers could be gained for it, having it outside of the schools would be even more likely to integrate it in the life of the community and in the real, lasting life of the boy or girl, especially if it could grow genuinely out of the entirely self-propulsive living in one or more community centers.

Such a choir might be formed only for special occasions, including visits to the city by distinguished persons. It might have only three or four

rehearsals before each occasion, using worthy music made familiar perhaps in the schools. It might be led by the school music supervisor. A select choir of unchanged voices—boys or girls of eleven to about fourteen years of age—would be the easiest to gather and train, but a choir including also good tenor and bass voices of boys would have even greater social and personal value.

Playing

From the toy orchestra or rhythm band to the symphony orchestra there is no kind of instrumental group that cannot be found in some community center or settlement. The municipal and school centers of Long Beach, California, shelter two boys' bands, several harmonica bands enlisting together about 500 children, ukulele groups of a similar number, a band of 40 old troupers—all of them veterans of professional circus or troupers' bands—a Civic Orchestra of men and women and a Woman's Symphony Orchestra of 50, all sponsored and supported by the Playground and Recreation Commission of the city, which does likewise for two large choruses and for weekly community sings at which there is always a brief concert also. A recent program given jointly by the Long Beach Civic Chorus and the Woman's Symphony Orchestra is impressive for its content—Handel's *Messiah*—and for its list of eight instead of four soloists, three of whom are members of the chorus.

Music enters into many of the activities of the Cedar Rapids, Iowa, social center program.

The social centers of Milwaukee have an unsurpassed example of community playing by orchestras to which any player is admissible without try-out. The meaning of these orchestras cannot be better stated than it was in an editorial by Mr. Richard S. Davis for a June, 1930, issue of the *Milwaukee Journal.*

"Herewith is ammunition that seems to the writer to be the best possible corrective for the musically despondent. It has to do with the work done by the extension department of the Milwaukee public schools, a work begun this last season in the various social centers of the city.

"The other night a program was given in the Lapham Park social center by the orchestras of the Grant Street, Dover Street, Clarke Street, Third Street and Fourth Street centers and the glee club of the Thirty-seventh Street center. The smallest orchestra had 17 members, the biggest 35. In all 129 instrumental musicians were assembled and the united glee club had 145 singers.

"Now the writer was not there to hear the program, but a far more competent witness and listener has come in to tell all about it. She has reported, this witness, that the evening was one of the most encouraging experiences of her musical life, which has been eager and active. She has told of the radiance of the players and singers as they paid their devoted respects to Bizet, Weber and Mozart. She has made a picture of it, a picture revealing the expansion of souls, not less than that.

"At least one man has been convinced that no better work for music is being done in the town. The people making up the orchestras, you understand, are not the people who go to all the concerts and idly listen to expensive music. They cannot afford it. Most of them can afford very little in the way of entertainment. But they have the spirit and the devotion to make music of their own, now that the opportunity is provided.

"Many nationalities are represented in the various social center groups and the ages range from lively youth to grave maturity. In one orchestra there are four members of one family doing noble service to winds and strings. In another a father plays the cornet while his daughter manages the cello. In still another the father is one of the leading fiddlers while his son concentrates on the bassoon.

"The glee club is made up largely of women who are getting along in years. They are women who know all the intricacies of keeping house from mop to masher and back again. But they want to sing and sing they will. They have divided into groups that meet once a week in one home or another, for the sole purpose of keeping in vocal trim. If that is not genuine, you are asked what is.

"Each one of the orchestras and the glee club has a competent director. For each there is training. And for each undoubtedly there is the immense satisfaction of steady progress in musical ability and musical appreciation.

"Much is said about 'good music' and the tone of the talk is frequently so unctuous that independent folk are driven into scoffing. But to the musicians who gather to play in the social centers good music is good music, with no slightest trace of buncombe about it. All of which is most refreshing."

Of course, the possibility of having an all-city Community Center Orchestra for a special occasion is no less attractive than an all-city chorus.

Chamber Music

The small group needing, if anything, only coaching now and then, is especially well suited to community centers. In every city there are lone players who would like to find one another at such a place and play together for the love of it, especially if some coaching (the coach usually playing a part himself), and a supply of music suited to their abilities were available. Once gathered, they would willingly together purchase more music and even perhaps contribute to the cost of the coaching. But there have been good volunteer coaches, and some public libraries have suitable music for free circulation. A Chamber Music Society in which groups perform for one another and sometimes together and have time also for sociability, can be a rich source of pleasure and more.

Listening

Informal music hours have been very successfully held on Sundays at five o'clock in the Washington (D. C.) Y. W. C. A. Each series of hours has been enriched in meaning through being unified by a single subject. For instance, in October the series was confined to *Native Music,* in November to *What Men Live By—Work, Play, Love and Worship,* and in December to Christmas carols. At each concert the music secretary introduced the artist of the afternoon, who gave a brief explanatory talk about each composition or section of the program. The attendance increased from 18 for the first concert to 125 for the concerts of the third month.

Such informal periods of listening offer opportunity for all kinds of worthy groups of amateur singers and players to have the incentive and satisfaction of giving a concert, and in these days there is many a soloist amateur or a budding professional accomplished enough to give pleasure to everyone concerned.

In some centers notices of concerts anywhere in the city are posted and tickets distributed for those that are free or for which some free seats are available. The Community Center Department of Washington, D. C., directs a Community Institute which brings to the city a service of excellent concerts, lectures and other events, two each month from November to March, that cost the subscriber only 30 cents each.

Two Further Suggestions

That "nothing succeeds like success" is especially true of musical endeavors. In every field of music, among amateurs as among professionals, there may be found top-notch groups whose achievements and resulting prestige have been a great stimulus to other groups and individuals. There are millions of people engaging in singing and playing and having a fairly good time at it, but one has only to hear a group like the Czechoslovakian children led by Bakule who were in this country a few years ago, to realize how much more vital and joyous a thing music can be than it is as it comes from most choruses, orchestras, and the like. If the community center officials could find anywhere in the city a person who would be likely to induce children or grown-ups to sing or play in this vital way, let them engage him even if only for one group. For those who hear this group will say, "Why can't we sing (or play) like that?" or "Why can't our community center have music like that?" and half the battle will be already won.

The other suggestion is that there be effort to

(*Continued on page* 408)

Recreational Dramatics in the Community Center

In 1929 the Community Drama Service of the National Recreation Association prepared Six Dramatic Stunts for impromptu entertainment. The success of these stunts and the demand for more material have resulted in the publication of Six More Dramatic Stunts. The material presented here has been taken from the introduction to the Stunts.

DRAMA has an important part to play in the community center program, and in increasing numbers clubs are being organized whose main interest is the giving of plays and the carrying on of a continuous program of dramatic activities. At some time or other, however, every club or informal social group, though it may not be organized as a drama club, feels the urge to give a play.

As rehearsals must often be restricted to club meetings, such an undertaking is apt to appear too difficult and to go by the boards simply for lack of time. The result is a growing demand from clubs everywhere for a short play which can be rehearsed and produced the same evening. Since talent is seldom lacking in any group and the desire to express oneself through acting is alive in nearly every person, short plays which can be performed with a minimum of time and effort have become increasingly popular. The very short play meets a twofold need—to offer purely recreational entertainment and to be a guide to the drama director in discovering and placing talent. It is therefore a valuable aid in the community center program.

In both business and social clubs, drama finds a place on the program. After the formal business meeting the short play provides a few minutes of entertainment and pleasant relaxation before the close of the evening. Members of social clubs pause in their dancing and games to enjoy the quiet fun of seeing their friends in the impromptu dramatic stunt. If the stunts are being used for the first time, urge others to try the same play, or a new play, at the next meeting. Members of a family might take a stunt and prepare it at home, working out their own costuming and setting. Perhaps someone will want to rewrite the stunt, incorporating an idea of his own which will improve it, or it may suggest an entirely new play. It is astonishing how many different ideas may be worked out in these little dramatic stunts and what an incentive they may be to play writing. Frequently recognized drama societies as well as writers have come from the gradual development of talent and leadership discovered through these simple entertainments.

As a means of determining ability the short play is invaluable to the inexperienced director. In casting it has often happened that persons who seem most talented at the first reading prove mediocre, while slower, heavier types develop in time into excellent actors. Since the success of amateur plays practically depends on fitting the actor into the part best suited to him, it is of the greatest importance to the director to discover in what direction the ability of each person lies. To determine this, it is suggested that stunts be used for two or three evenings before casting for the long play. This method is a safeguard which may possibly save the young drama society from early abandonment and assist it through the first perilous months until it is a solid organization.

Production Suggestions

As the great-grandfather of the dramatic stunt is the charade, a form of entertainment which has practically disappeared in this country but still a delightful feature of informal gatherings in England, the costume box, always in readiness for

an evening of charades, will become equally important in producing the stunt.

For the first evening, the hostess or club leader may gather together such costumes and properties as are necessary for the stunts which she has selected. Pantomime will take care of many details. A gradual accumulation of screens, old hats, long skirts, shawls, toy telephones, a cane, an old umbrella, a suitcase and an endless number of discarded objects will eventually enrich the costume and property boxes and add color to the impromptu performances.

The easiest and best way to prepare the stunts is the standard method of production conducted on a small scale. The leader should have a copy of the stunt for each actor. The cast is assembled in another room and the play read to them, as it is always an advantage to amateurs to hear a play as a whole before going to work on it. The leader has planned the business beforehand and after the reading she sets the stage and goes through the stunt with the cast. No attempt should be made to memorize the lines when the play is to be given the same evening. The lines should be read so that all the time and attention of the cast may be given to acting. The entire preparation will not take more than fifteen or twenty minutes after which the cast may be left alone to decide how to make the best use of the costumes provided, while the leader takes another group and repeats this same method of preparation with a different play. It is thus possible to rehearse four stunts in an hour and have them ready for the entertainment later in the evening.

The leader may make a short announcement before each stunt is presented, introducing the cast and giving a brief description of the scene. This is especially helpful when properties are few and an appeal must be made to the imagination of the audience. A number of stunts used as a miniature drama tournament have proved an excellent way of introducing this form of entertainment. This was done at a convention with a group of people unfamiliar with the dramatic stunt. Judges were selected and a cup, cut from cardboard and covered with silver paper, was awarded the winning cast. The little tournament was so successful that the competitive method of presentation is recommended.

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The Spooks' Trysting Place

A Hallowe'en Party

GHOSTS and skeletons have always been present at Hallowe'en parties but usually they are accorded only second honors. Witches, with their clairvoyant powers, have told pasts, presents and futures, and have dominated the party generally. This year the witches have been relegated to second place and spooks are to entertain, or better still, to scare the hearts out of those bold enough to venture out on Hallowe'en.

Courtesy Dennison Manufacturing Co.

The following invitation announces a party at "Spooks' Trysting Place":

If you can grin when dry bones clank,
And laugh when goblins play their pranks.
If you can venture near a den
Where specters torture fearful men,
Then you are brave enough to face
The horrors of "SPOOKS' TRYSTING PLACE."
So come to see the phantoms white,
Which haunt my house on Hallowe'en night.

Place .....
Date .....
Time .....
Password "I fear no man,
I fear no spook.
Come on, you ghost,
Let's have a look."

When the fateful evening arrives and the guests knock on the door, a voice from within demands the password. As soon as the guest says, "Let's have a look," the door opens and a giant ghost appears which, much to the consternation of the visitor, dwindles in size after the door is opened. The giant is made by fastening a ghost's head on the end of a broom and tying a sheet around it at the neck. The entire device is held up by a girl or boy inside who holds the broom by the handle and raises and lowers it at will.

The Inescapable Chamber of Horrors

Before the guest has recovered from his surprise, two skeleton assistants grab him, blindfold him, and push him quickly into the much feared and inevitable Chamber of Horrors. This is a narrow passageway decorated with corn stalks from which protrude stuffed stocking legs and arms, hands made from cast-off gloves, a ghost's face under which a small electric bulb flashes on and off constantly, and other weird hair-raisers. Hidden behind the corn stalks are spooks who taunt the guests as they go by. One rubs a sharp piece of ice across their faces as the ghost guides shout, "Watch out, you're burnt." Others unexpectedly turn on the vacuum cleaner, an alarm clock, or an electric fan to which has been attached paper streamers with wet cotton balls on the ends. On the floor under a carpet is a section of

SEND for New Hallowe'en Bulletin

an old spring over which the blindfolded guest must walk. On the floor, too, are cushions, old rubber automobile horns and various other noise-making devices. A large upholstered chair is placed at the end of the passageway so that the guests must struggle to reach the room in which are waiting the hapless guests who preceded them. When they finally reach it, they find themselves in "Spooks' Trysting Place," which, needless to explain, is a large room transformed into a graveyard. The ceiling and walls are draped in gray gauze or cheese cloth. Cut out bats and owls suspended from invisible wires brush the cheeks of the unsuspecting guests. Lights are covered with black tin cans from which both lids have been removed and on which are painted white skulls and cross bones. The bottoms of the cans are covered with dull green gelatin which casts an eerie light over the room, and which reveals, in the distant corners, graves padded with paper or cotton and covered with green cambric and headstones of white cardboard, on which are inscribed appropriate epitaphs. In the distance a bell tolls dismally. It is a cow bell attached to a faucet and is kept ringing by water splashing over it. In each corner of the room stands a leering ghost made from a clothes tree draped with sheets. Under the masks electric bulbs flash on and off at regular intervals.

CUT-OUT Nº H 644

Courtesy Dennison Co.

When the guests reach this room, they are given ten "teeth of dead men" (kernels of corn) and are told by the receiving spook that they are to try to guess the identity of each guest there and of each new guest as he arrives. Anyone whose identity is discovered must give a "tooth" to the person who guesses correctly. When all invited are present, the "teeth" are counted. The two having the highest number are dubbed Honor Spooks, and are given cardboard skull and cross bones as prizes. Those without any "teeth" are required by the chief spook to pay some such penalty as the following:

Hoot like an owl.

Act like a woman chased by a spook.

Imitate a classic dancer.

Play a slide trombone.

Imitate a beginner writing a letter on the typewriter.

Hallowe'en Games

The guests are now ready for action so the following games are played:

Catching Skulls. Cardboard cut-outs of skulls are scattered on the floor in the center of the room. There should be one less skull than the number of people who play the game. A lively march is played during which everyone dances around. Suddenly the music stops and each person tries to catch a skull. The one who fails to get one must sit in the center. As the circle is formed again one skull is taken away and the rest placed on the floor. This continues until all the guests are sitting in the center of the floor and no skulls remain.

Cat Tails. Before the guests arrive, a red and a black cat without tails are cut from cardboard. They are mounted on white cardboard allowing sufficient space for a twenty-inch tail. The tails are now cut from cardboard and then cut up into pieces about an inch long. These pieces are hidden around the room before the party starts. When the time comes to play the game the guests separate into two groups, the black cat tail hunters and the red cat tail hunters, each with a captain. The hunt now begins for pieces of the cats' tails. Each piece found must be brought to the captain who pastes it on the cat. The side completing the longest tail in a given time wins. Members of the red team finding pieces of the black tail may tear them up and vice versa.

CUT-OUT Nº H 634

Courtesy Dennison Co.

Ghosts Guess. Make about a dozen bags of thin white paper and place a different object in each one. Select things that have as greatly differing and distinct outlines as possible. Pin the bags on a line stretched across the room or in a doorway so that there is a strong light behind them. Put out all the other lights in the room and give five or ten minutes in which to guess what the ghosts are. The bags must not be touched, the shadows giving the only clues. "Ghosts" of even well known articles are harder to guess than one would imagine. Turn the lights on and write lists of the articles. Two "ghost" handkerchiefs, one to a boy and the other to a girl ghost, may be awarded the winners.

Lucky Test. Draw three concentric circles on the floor. The outside one is marked "Lucky," the middle one "Luckier" and the inner one "Luckiest." Each guest stands at a certain line and is allowed three throws with a rope quoit at the circles. If it lands in any one of the circles, it decides the thrower's luck for that year. If none of the circles are touched the thrower remains a "luckless wight."

Courtesy Dennison Co.

Feeding the Spooks. Dress milk bottles to represent spooks by covering them with white crepe paper and fastening a ghost's head on the top so that the mouth fits exactly over the opening in the milk bottle. These spooks are now placed at regular intervals at the front of the room. The group is divided into teams and lined up into single file opposite a "spook." Each person in line is given three beans. At a signal from the leader, the first person in each line runs up to the spook and from shoulder height tries to drop beans into its mouth. As soon as he has dropped his beans he runs back, touches off the second in line and takes his place at the end of the file. This is repeated until each person in every team has had a chance to run. The team that succeeds in dropping most beans in the spook's mouth wins the game.

Gravestone Relay. The gravestones which are used for decorative effects can also be utilized as game equipment. They should be placed in such a way that there are at least four in two straight lines. The group is divided into two teams which line up in single file opposite the headstones. Players jump over the four headstones, run back to place and then tag the next one in line, who repeats the procedure. The team whose last runner returns to the starting point first wins the game. If the gravestones are not used, clothes trees dressed as spooks will be appropriate. These should be put at the head of each line and the players required to run around them before returning to place.

Courtesy Dennison Manufacturing Co.

Roll the Bones. Paint several dumb-bells white. This is another relay game and should be played in exactly the same formation as the preceding game. In this one each player rolls the bones with a stick about three feet long. They are rolled to a given point and back again where the second player takes the stick and continues the game.

Hallowe'en Superstitions. Have your guests write all the superstitions that they know. For instance, walking under a ladder is a sign of bad luck; picking up a pin found lying on the floor will bring good luck. At least two people must have heard of the omen to make it count. A small stuffed black cat would be an appropriate prize to the writer of the longest list.

At the End of the Evening

Refreshments consisting of sandwiches, apples, doughnuts and cider are now served. After refreshments all the lights are turned out and each guest is given a lighted candle. From a bowl of nuts (English walnuts) passed around, each guest takes one which he cracks while the hostess repeats in a solemn tone: "Hold above the candle what you find within. Careful not to scorch it—that would be a sin." Inside the walnut is a tightly rolled bit of paper on which a fortune from Spookland is written in lemon juice. The Message remains invisible until the paper is heated over one of the candles. An inexpensive book of fortunes entitled *Hallow'een Happenings* may be secured from Walter H. Baker Co., Boston.

And now comes a blood curdling feature:

A ghost seats himself on the floor in the center of the room and commands the guests to sit around him. He begins to tell a very weird spook story. At a dramatic moment another ghost appears and spirits away one of the guests who screams piercingly. A minute later a light is flashed on in one corner of the room and the head of the victim is seen. To make the effect gruesome, a sheet is hung from a horizontal rod several feet from the floor and the bottom is tacked to the floor to make it taut. The victim protrudes his head through a slit in the sheet. A strip of red flannel is fastened around his throat to cover the place where the neck touches the sheet. Splashes of carmine or red

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A Kickball League for Senior Women

By Elsie Erley
Assistant Supervisor, Department of Recreation, Detroit, Michigan

THE Detroit, Michigan, Department of Recreation is making a special drive in its program for married women, and not the least important of its activities is the Senior Women's Kickball League consisting of twenty-two teams divided into three divisions—North, East and West. The League is primarily a spring league which closes about the first of July when many of the mothers leave the city with their families.

The Department of Recreation has adapted the old game of kickball to playground baseball, the result being a game which the women enjoy because it is something like baseball but easier to play. All the women can kick the ball, whereas it is difficult for many of them to do the batting required in baseball. It is also much easier to catch the kickball and the women are not afraid of hurting their fingers.

What activities can we plan for older women? Recreation leaders eagerly seek the answer.

The use of the same diamond required for playground ball with the addition of a few lines makes it unnecessary to lay out another diamond. With the same pitcher's boxes and bases there is no confusion and a better diamond is the result as there are no additional holes worn in the ground. The home plate is the same as in playground ball and the base runner must touch this plate. Pitching lines have been added between which the pitcher must roll the ball. Experiments showed that with the pitcher's box 35 feet from home it was too difficult to roll the ball over the 12-inch home plate. The new area was made 28 inches wide—the distance between the batter's boxes for playground baseball.

The kicker is given from the 10 foot line to the 3 foot line to run up on the ball. This gives her ample room to run, yet limits her to a certain section. The ball must be kicked over the 8 foot line. A ball which does not roll over this line is a foul ball and with the new rules the first two fouls are strikes. This does away with the bunting rule which would be rather difficult to determine in kickball.

Rules for Playground Kickball

Rule I. Diamond

The diamond is a square with each side 45 feet in length.

Pitcher's box is 35 feet from home.

Pitcher's plate is a board 6 by 24 inches.

Foul line is 8 feet from home. (This is measured from home toward the pitcher's box and is a straight line drawn across the diamond between first and third base lines.)

Serving line is 3 feet from home. (Measured as above.)

Pitching lines: 28 inches in width on 3 foot line (i.e., 14 inches measured each way from center of 3 foot line.)

Lines are then extended at right angles from 3 foot line to first and third base lines.

Kicker's area is between the 3 foot line and the 10 foot line.

15 inch bases are in each corner. 12 inch base at home.

Rule II. Equipment

Out-seam basketball

Rule III. Teams, Players and Substitutes

Section 1. Ten players on each side. Positions same as baseball. None required to occupy an exact position on field except pitcher, who must stand with his feet touching the pitcher's plate when in the act of delivering the ball to the kicker.

Section 2. Not less than seven players shall occupy the field in any inning of a game.

Section 3. Substitute may enter game at any time except when ball is in play. Player whom he succeeds shall not thereafter participate in that game.

Rule IV. The Game

Section 1. A game shall consist of seven innings.

Section 2. Four or more innings shall constitute a game if called for darkness or rain.

Section 3. The choice of innings shall be decided by the toss of a coin.

Rule V. Forfeiture

A forfeited game shall be declared by the umpire in favor of the team not at fault in the following cases:

1. If a team fails to appear upon the field or having seven players upon the field refuses to begin the game within five minutes after the umpire has called play.

2. If a team fails to have at least seven players on the field fifteen minutes after the scheduled time.

Rule VI. Pitching Rules

The pitcher must come to a stand with both feet on the plate, facing the kicker, then may step forward with one foot, keeping the other foot in constant contact with the plate until after delivering the ball. The ball must be pitched underhanded and rolled on the ground.

Rule VII. Block Ball

Section 1. A block ball is a batted or thrown ball that is stopped or handled by any person not engaged in the game, or touches any obstruction.

Section 2. Base runners may advance one base.

Rule VIII. Fair Ball

A fair kick is a legally kicked ball that settles on, or is handled by or touches a fielder within the foul lines beyond the eight foot line.

Rule IX. Foul Kick.

A foul kick is a legally kicked ball that settles on foul territory between home and first or home and third, or is handled by a player when on or over foul territory. (Balls which are not kicked beyond the 8 foot line are foul balls.)

Rule X. Kicking Order

After the first inning the first kicker in each inning shall be the kicker whose name follows that of the last person who completed his time at kicking in the preceding inning.

Rule XI. Strikes or Kicks

A strike is recorded when:

1. A pitched ball is kicked at and missed.

2. He kicks a foul not caught on the fly unless two strikes have been previously called. (First two fouls shall be strikes.)

3. A legally pitched ball passes between the pitching lines and is not kicked at.

Rule XII. When Kicker Is Out

1. If he kicks out of turn unless error is discovered in time for regular kicker to

Another activity for the older women of Detroit is the Recreational Choral Society, a group composed of women from all parts of the city, most of them housewives. The society, which meets weekly, has appeared at several community events. In May it made its radio debut in a thirty minute program of folk songs.

take his position.

2. If he makes a foul or fair kick and the ball is held by a fielder before the ball touches the ground.

3. If in the act of kicking, the kicker steps over the 3 foot line.

4. After three strikes have been called on the kicker.

Rule XIII. When Kicker Becomes Base Runner

1. Instantly after fair kick.
2. After four balls have been called by umpire.

Rule XIV. Entitled to Bases

Base runner may advance one base:

1. If while kicker, he becomes base runner on four balls.
2. On an overthrow of first, third or home.
3. If occupying a base and a succeeding kicker is given four balls, thereby forcing him off that base.

Rule XV. When Base Runner Is Out

1. If he kicks a fair or foul fly which a fielder catches before it touches the ground.
2. If after a fair kick he is touched with the ball by a fielder before he touches first base.
3. If after a fair kick, the ball is held by a fielder touching first base before he can reach such base.
4. If in running to or between bases he runs out from a direct line between such bases to avoid being touched with the ball in the hands of an opponent. (No fielder may block the base line except with the ball in his hands.)
5. If when the ball is in play he is at any time touched with the ball in the hands of a fielder, unless he is touching the base he is entitled to.
6. If in case a fair or foul fly be caught by a fielder and the ball be returned to the base the runner occupied before said runner can return to that base, provided he started too soon.
7. If any base runner be hit by a fair kicked ball before such is touched by a fielder.
8. If he intentionally kicks or interferes with the ball he has just kicked. If a ball he has just kicked rebounds and hits him in fair territory, he shall be declared out. (In foul territory it shall be called a foul.)
9. A base runner leaving his base while the pitcher, standing in his box, holds the ball, or before it has reached or passed pitching area shall be called out.

Rule XVI. Return to Bases

The base runner shall return to his base without liability to be put out:

1. If the umpire declares any foul not legally caught.
2. After illegally pitched ball.
3. After dead ball unless it be also the fourth ball and he is forced to take next base.

Rule XVII. When Runs Are Scored

A run shall be scored only on a kick or a play. No run shall be scored on a throw back. A throw to any fielder other than the pitcher is not considered a throwback.

A runner on third cannot score on any pitched ball which passes the catcher. A runner on third may score on a fair or foul fly ball after it is caught, or on a play upon any other base runner.

The League

Eligibility

This League is primarily for married women. All special cases as to eligibility will be decided by the Kickball Committee.

A player may play on one team only.

All teams must be coached by women. Coaches and practice fields will be assigned free of charge by the Department of Recreation.

Registration

The registration of every player is necessary; every player must sign her own card. Not more than 15 players will be allowed on each team. (This includes the manager and captain.)

Registration cards will be furnished by the Department of Recreation and must be filed in the office on or before May 1st. Players joining teams after May 1st must file cards in the office twenty-four hours before playing in a scheduled game.

Each manager on releasing a player must do so in writing. This release must be given to Miss Erley before the released player will be permitted to sign with another team. No player will be permitted to sign up with any team after half the scheduled games have been played.

An entrance fee of $3.00 will be charged per team. This is used to buy trophies.

Schedule

Teams will play once through the schedule.

Games will not be postponed except for rain. Fifteen minutes is allowed before forfeiting.

Any team forfeiting two games in succession will be suspended from the League.

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Athletic Programs for Young Men

By W. Duncan Russell

General Director, Community Service of Boston, Inc.

SUCCESSFUL promotion of competitive programs for young men between the ages of eighteen and twenty has been the key to successful organization of their younger brothers and neighbors and sometimes their sons, and for this reason we have emphasized it in our work in Boston. Most street corner groups have a younger following who do as they do, and if the older boys have participated in our programs the younger boys have followed in quick succession. Furthermore, this age group seems to react less than any other to programs common to the more established social agency.

Activities. Response of young men of this type we have found mainly to be through major sport competition — baseball, basketball, football and hockey. Independently arranged games in these sports between rival street corner groups are seldom satisfactory to them for obvious reasons; team managers rarely give their right age and standing in seeking games through newspaper notices or by telephone, and the officials they choose are generally of the home team variety with home team interests. On the other hand, an organized, a supervised schedule, if promoted with extreme regard for system and fairness, brings a quick and extensive response from independent teams. I have always been told that organized football could not be carried on successfully with this group, but we have found a much more satisfactory response from teams in this sport than in any other. Because our football season has come so close upon our strenuous summer program we have never been able to make it as extensive as baseball or basketball, but before the season was half over this year we were besieged by teams who had not entered our leagues begging for an opportunity to play with teams with whom they had never played a satisfactory game or never had been able to meet at all, in order to play under conditions we could offer, viz., neutral officials, neutral playing fields, protection of their games from the crowd.

Organization. I believe recreation systems must come to realize that to make these programs reach this group they must employ someone who is not strictly a playground director, but who is an organizer and visits these young men at their "hang-outs," their club rooms, their street corners. It has been a high-powered salesmanship job to enlist 290 teams in Boston summer baseball, and no one will realize what an extensive canvassing job it was to bring them in. It has been a help to organization in some instances to bring together a local committee in the different sports, made up of older men whose past sport records or prestige gave us an entree to the teams in their district; they are valuable also in checking team registrations and assisting in the strict enforcement of rules. But the most important point in our organization of these older boys has been, I believe, in meeting them on their own footing.

Organizing personnel. We have been extremely fortunate in our work with these young men in Boston, to have an organizer who has knowledge of street corner group psychology (having gone through the mill himself). Because of his background he has been able to achieve results little short of phenomenal. His telephone conversation, his personal interviews, concede everything to the team manager with whom he is talking but actually relinquish nothing. He meets them on their own ground, and has become so firmly established that there are few teams in any sport in the city who do not know just exactly where they stand with him. He holds the teams up to the highest standards of play and his decisions at critical times have weathered the strictest tests. A league director and two organizers can handle this end of the work, but the right choice of these workers is very important.

Administration of the leagues. A re-registration of the teams in each sport in which they participate checks their rosters and makes possible enforcement of rigid registration requirements. The

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National Recreation Day

By Weaver W. Pangburn
National Recreation Association

THE eighteenth annual play and dance festival of the playground children of Allentown, Pennsylvania, had come to a close. Suddenly the six thousand children formed into position and spelled the words, "Hoover's Message," each playground forming a letter. Then, in the presence of fifteen thousand spectators, including city officials and other prominent citizens who were guests of General and Mrs. Henry C. Trexler, founders of the festival, the President's message was read to the children.

Commenting on the message under the title, "At His Best," the Boston *Post* said among other things: "No President of whom we have any memory could have said just that in just that way. It proves that Mr. Hoover has a big heart and that the recreation idea is not alone cherished by him as a personal thing, but that he knows its value to the country in every way. As a friend of children he has won his place in our national life, and it is very high."

Called "national recreation day," "Hoover playground day," or "playground day," August 14 was given over to the celebration of the silver anniversary of the National Recreation Association in 476 cities in every section of the United States. Pageants, athletic and swimming contests, play days, musical programs, plays, exhibits of handcrafts, playground circuses, parades, formal exercises, ceremonies awarding honors and prizes, and dances, interpreted or depicted the work of public recreation. Accompanied by copious newspaper publicity, the occasion drew the attention of millions of men and women to the achievements of public playgrounds for American childhood. While sponsored principally by municipal recreation agencies, celebrations were in some communities conducted in whole or in part by Lions, Kiwanis, or Rotary Clubs, the American Legion, Parent-Teacher Associations, Chambers of Commerce, and other civic organizations.

To the Boys and Girls of America

Two and a half million of you are playing today in the playgrounds of nearly a thousand cities. Your elders rejoice with you in your fun and freckles, your sports and games and all that goes into making you happy and healthy boys and girls. Your zest in life is a precious possession and your laughter makes a joyous chorus throughout the land.

Thousands of devoted men and women under the leadership of the National Recreation Association have labored for a quarter of a century to provide the playgrounds which you enjoy. We rejoice with you and with them in this boon to the boyhood and girlhood of our country.

Herbert Hoover

Numerous public officials joined President Hoover in greeting the children and praising the work of the public playgrounds. Governor Parnell of Arkansas sent the following message: "To the Boys and Girls of Arkansas: On the twenty-fifth anniversary of the National Recreation Association, the people of Arkansas are glad that their boys and girls are enjoying the playgrounds, swimming pools, athletic fields, and beaches throughout the state. Civic leaders and school authorities are realizing more every day that in the changing living conditions in our country, recreation is very important. On this day I am glad to call the attention of the people of Arkansas to the sports and games and all activities that will tend to make boys and girls healthier and happier."

Governor Spaulding of New Hampshire gave the prizes awarded winners in the sports program

Courtesy Recreation Department, Parkersburg, W. Va.

Observances of many kinds marked the twenty-fifth birthday of the National Recreation Association.

conducted in Rochester, N. H. Mayors McMurray of Altoona, Pa.; Jackson of Baltimore; Brown of Concord, N. H.; Snively of Duluth, Minn.; Kitchel of Englewood, N. J.; Monteith of Houston, Texas; Frankson of Hibbing, Minn.; Metzger of Lancaster, Pa.; Pollock of Leonia, N. J.; Fisher (acting) of Little Rock, Arkansas; McLinn of New Albany, Indiana, and Hart of Wilkes-Barre, Pa., among others participated in the local celebrations.

Programs Impressive

There is space here to mention only a few of the celebrations, some of them unique, others typical of what took place in many cities. In Baltimore a boy and a girl from each playground in the care of their leaders from the Playground Athletic League and wearing paper caps and badges bearing the names of their playgrounds, marched to the city hall, singing their playground songs. Each child carried gas filled balloons of red, white and blue. The mayor greeted them on the steps of the municipal building while a band played, "Baltimore, Our Baltimore." To each child the mayor gave a package of cards bearing the President's message to be distributed to their playmates on the playgrounds. Then, the balloons were released, tagged with the inscription: "This balloon was released from city hall, Baltimore, Maryland, on the presentation of President Hoover's message to the playground children. Will the finder notify the P. A. L., 7 Mulberry Street, stating when and where found?"

In Hammond, Indiana, four thousand boys and girls participated in the following activities: woodcraft and sewing exhibits, running and novelty races, swimming contests, life-saving exhibitions, checkers, ball throw, high jump, broad jump, horseshoe and model airplane contests. Harvest day ceremonies observed the anniversary in Washington, D. C., and in several Virginia cities. In Evansville, Indiana, ten thousand spectators witnessed the separate programs of each playground. The activities drew many persons who had not previously visited the playgrounds.

On each playground in Norwalk, Connecticut, the children exhibited model playgrounds and doll houses which they had made in preparation for the anniversary. Members of the Recreation Commission judged the work for originality, furnishing, and neatness. An annual story-telling festival was initiated and the history of the National Recreation Association was reviewed. Two features of the celebration in Dallas were the playing of the LaSalle violin orchestra and a program of one-act plays by children under twelve. The children of the municipal playgrounds of Cleveland staged their seventh foreign "tour," through the medium of folk stories, dances, and

singing games. Czecho-Slovakia was the theme. Fifty thousand children received the President's cards.

At the playgrounds of Glens Falls, New York, awards were made the children for sporting events, national standard efficiency tests, good housekeeping, and the best neighborhood cooperation exhibited. Charles Gelman, chairman of the recreation commission, presided, and Miss Ruth Sherburne, supervisor of recreation, spoke of the history of the local playgrounds, the establishment of the National Recreation Association, and the part that the Presidents of the United States from Roosevelt on had played in sponsoring the movement.

Although the Kansas City, Missouri, playgrounds were for the second season unopened, a special committee headed by George Tinker, former playground director, arranged swimming and play programs in honor of the anniversary. Y. M. C. A., Settlements, and Boy and Girl Scout leaders cooperated. The Rotary Club sponsored the program in Mangum and Greer Counties, Oklahoma. Playground children of Columbia, South Carolina, in connection with their program lighted a huge birthday cake with twenty-five candles. The four playgrounds of Fairhaven, Massachusetts, joined the celebration with an annual vehicle parade of scooters, bicycles, tricycles, and carts, many beautifully decorated, a parade of horribles, and competitive sports.

To the recreation director in Troy, New York, came the following invitation, printed on a double folder of black paper with a border of sealing wax:

ANNIVERSARY GREETINGS

We take this time to thank you
For all that you have done
In making us so happy,
In letting us have fun.
And so we join in sending our appreciation, too,
From every heart in Warren Park,
Anniversary greetings to you.

This message was from the most poorly equipped playground in the city. It is evidence that the children had caught the spirit of the occasion. In Middletown, Connecticut, the recreation superintendent observed the children looking skyward early in the afternoon of the fourteenth of August. They were much excited. A rumor had spread that President Hoover was to come in person by airplane to read a message to the Middletown playground children.

Celebration Highly Educative

Undoubtedly the greatest value of national recreation day, held with few exceptions simultaneously in hundreds of cities, was the education of the public in the extent and value of public playground programs, and in the part played in the recreation movement by the national association. In Los Angeles, Tarrytown, New York, Wilkes-Barre and other cities, the programs were planned primarily to inform the parents concerning the playground activities in which their children were engaged, and special effort was made to bring them to the playgrounds. In Los Angeles the day was the beginning of a two-weeks' program of this educational character. Of course, wherever children were taking part in programs, many of the parents were present. In New Albany, Indiana, a tour of the playgrounds was made by the mayor, city councilmen, members of the school and the recreation boards.

In scores of cities lengthy newspaper accounts reviewed the history of the local playgrounds and their popularity. A number of them, for example, Morristown, New Jersey, outlined existing needs for the improvement and further development of the playgrounds. The occasion inspired a number of mayors to declare themselves on the extension of playground facilities, as well as to interpret the community service of the program.

In Wheeling, West Virginia, two evenings were given to public addresses by educators and city officials. In two cities where the playgrounds were closed (because of "lack of funds"), the President's message was nevertheless distributed, and there was extensive newspaper publicity centering attention on the unfortunate fact of the closed playgrounds.

The contributions of the organized playground to health, character growth, and safety were frequently emphasized. "If public officials and public-spirited citizens continue to make the progress in the next twenty-five years in the field of public recreation that they have made in the past, many problems now confronting city governments, such as juvenile delinquency, will be solved in a large measure," stated Walter S. Schmidt, president of the recreation commission of Covington, Ky.

One of the directors of the Bridgeton, New Jersey, playground association declared that in all the seventeen years the local playgrounds had been open, only one serious accident had taken place on the grounds. The value of leadership was also frequently pointed out.

(*Continued on page* 410)

Fall Forest Activities for Recreation Leaders

F.S.L.

By Marie F. Heisley
Forest Service, U. S. Department of Agriculture

WHEN is play in the open more thrilling than on a bright fall day when painted leaves are dancing in golden sunlight under what are perhaps the bluest skies of the year, and when the air is redolent of the harvest? Week-ends at camp or in the country, picnics, rides, hikes and other of the summer outings are still the order of the day, but are enhanced by the gorgeousness of the fall symphony, which is all the more fascinating because it is only of short duration and the bleak days of winter are just ahead. It is no wonder, then, that we lose no opportunity to slip away from our daily tasks and revel in the glory of the great outdoors.

Nutting Parties

The autumn woods, in addition to their beauty, afford many other delights. Not the least of these is the large variety of edibles highly prized by woods connoisseurs that forest trees supply. First in importance come the native nuts, beechnuts, butternuts, chestnuts and chinquapins, hazelnuts, several kinds of hickory nuts, including pecans, and walnuts. All of these are highly nutritious and toothsome, and are favorites with old as well as young. All except the chestnut are still fairly abundant. The crop of chestnuts is being reduced each year by the chestnut blight, or bark disease, which is gradually killing out the tree.

Nutting parties have been popular fall outings for many generations of Americans. Although today the nutting party is possibly more popular in rural communities where the woods are close

When the first frost sharpens the air only a good vigorous tramp will satisfy the lover of nature

Photo by U. S. Forest Service

at hand than in larger towns and cities, many of us still roam the woods in the fall in search of forest "goodies." And our efforts are apt to be rewarded, although the nut trees are becoming scarcer as urban development progresses. But even though our harvest may be small, our hunt for the hidden treasures of the woods has afforded a delightful day spent in the open. Whether we are one of a party or alone in our search, however, it is always well to remember to take care that we do not trespass on private land, or destroy property, and to be an all around good sportsman.

Of the other edible fruits of forest trees, perhaps the best-known is the persimmon, which is edible only after it is thoroughly ripe. As this is usually not until late in the fall, it is commonly thought that the fruit must be frost-bitten before it is fit to eat. Some fruits of forest trees which ripen in the fall are wild crab apples, mulberries, and the fruit of the hackberry, or sugar berry, as it is called in the south. Many people also like the fruit of the shad bush, "sarvice barry," or June berry, as it has been variously named.

Bending above the spicy woods which blaze,
Arch skies so blue they flash, and hold the sun
Immeasurably far; the waters run
Too slow, so freighted are the river-ways
With gold of elms and birches from the maze
Of forests. Chestnuts, clicking one and one,
Escape from satin burrs; her fringes done,
The gentian spreads them out in sunny days,
And, like late revelers at dawn the chance
Of one sweet, mad, last hour, all things assail,
And conquering, flush and spin; while, to enhance
The spell, by sunset door, wrapped in a veil
Of red and purple mists, the summer pale,
Steals back alone for one more song and dance.
—Helen Hunt Jackson

Thoughts for Tramps in the Autumn Woods

When you go on a tramp in the woods notice the ground cover, or forest floor, as the forester calls it. On the top you will find a layer of this year's leaves and under it the dried leaves of last year. Farther down are succeeding layers of decayed and decaying leaves of preceding years until the leaf litter merges with the soil. It is this decomposition of the leaves which enriches the top layers of the forest soil. Although the food which has been prepared in the cell cavities of the leaves is sent back to the tree, the mineral substances with which the walls of the cells have become impregnated during the summer are retained. Therefore, when the leaves fall they contain relatively large amounts of valuable elements, such as nitrogen and phosphorus, which were originally part of the soil. With the decay of the leaves, these elements are returned to the soil. This is why the black mellow earth from the forest floor is so fertile.

If fires are allowed to run through the forest and the leaves are burned, the most valuable fertilizing elements are changed by the heat into gases and escape into the air. As a result, forests which are burned-over regularly soon lose their soil fertility even if no apparent damage is done to the standing timber.

Look for signs of fire in the woods. What have fires done to the forest floor? Have they made any apparent changes in the soil? Have they damaged the large trees to any extent? What have they done to the young growth? How do the burned-over parts of the woods compare with those from which fire has kept out?

Colored Leaf Prints

How about making a collection of autumn leaves in their different fancy dresses? This may be accomplished by making colored leaf prints in the following manner: 1. Mix oil paints of the colors of the leaf you want to print. 2. Paint the under side of the leaf to exactly match the upper side. Work quickly so that the first colors will not dry before the last ones are put on. 3. Place leaf, painted side down, on a sheet of white paper with another sheet on top. 4. Holding leaf immovable, rub it hard with roller or fingers. When the upper sheet of paper and the leaf are removed, there will remain a copy of the form and colors of the original leaf. Black and white leaf prints can be made by using ink instead of paint. These, of course, will not be as beautiful as those made in colors. A scrap book of leaf prints with the names and descriptions of the parent trees will make an interesting volume for any boy or girl to own. Colored leaf prints would also make an attractive addition to a community center exhibit.

Many people suppose that Jack Frost is responsible for the leaves changing color, but he is not. The change is really a preparation for winter. All during the summer months the leaves serve as factories where the foods necessary for the trees' growth have been manufactured. This food making takes place in numberless tiny cells of the leaf and is carried on by small green bodies which give the leaf its color. These chlorophyll bodies, as they are called, together with heat and light from the sun, make the food of the tree by combining carbon taken from the carbonic acid

gas of the air with hydrogen, oxygen and various minerals supplied by the water which the roots gather. In the fall when the cool weather causes a slowing down of the vital processes, the work of the leaves comes to an end. The machinery of the leaf factory is dismantled, so to speak, the chlorophyll is broken up into the various substances of which it is composed, and whatever food there is on hand is sent to the body of the tree to be stored up for use in the spring. All that remains in the cell cavities of the leaf is a watery substance in which a few oil globules and crystals, and a small number of yellow, strongly refractive bodies, can be seen. These give the leaves the yellow coloring so familiar in the autumnal foliage.

It often happens that there is more sugar in the leaf than can readily be transferred back to the tree. When this is the case, the chemical combination with the other substances produces many colored tints varying from the brilliant red of the dogwood to the more austere red-browns of the oaks. In coniferous trees which do not lose their foliage in the fall, the green coloring matter takes on a slightly brownish tinge, which gives way to the lighter color in the spring.

Community Photograph Contests

Almost everyone who nowadays seeks recreation in the open carries a camera, with the result that in most communities at the end of the summer are large numbers of recreation photographs of varying degrees of merit. Since most amateur photographers are proud of their pictures and usually eager to show them, a community photograph contest would probably find a general response. The pictures entered in such a contest might be those showing the various phases of forest recreation or forest study carried on by recreational groups. The following is a suggested list of the subjects that might be covered:

Tree Studies
Forest Studies
Tree Plantings
Nutting Parties
Camps
Camp Fire Stories or Meetings
Nature Trails and Hikes
Camp Fire Building
Forest Fires and Their Effects Upon Recreation
Game and Wild Animals
Winter Activities in the Woods

Photographs could be submitted individually or in groups, and arranged in classes and prizes given for the best of each class. The details of the contest would, of course, have to be worked out by the community center. An exhibit of the best photographs received in the contest would also have a rather wide appeal.

Fall Arbor Day Celebrations

Some few of the states, especially those in whcih the fall season is best for tree planting, celebrate Arbor Day in the fall. Still others have both spring and fall Arbor Days. Whether in spring or fall, Arbor Day always affords opportunity for special playground or community activities such as forest plays or pageants, tree plantings and forest sings. Below is given a list of the states which celebrate Arbor Day in the fall. If your state is one of these, why not put on a special Arbor Day program this fall?

Georgia—First Friday in December.
Hawaii—In November, before the winter rains; by proclamation of the Governor.
Illinois—Observes two days; April and October; proclamation of the Governor.
Kentucky—In the fall; by proclamation of the Governor.
Mississippi—December or February; law authorizes State Board of Education to fix date.
Pennsylvania—In the spring, by proclamation of the Governor, and in the fall by authorization of Superintendent of Public Instruction.
Philippine Islands—Usually late in September or early in October, by proclamation of Governor.
Porto Rico — Last Friday in November.
South Carolina—Third Friday in November.

Fall Tree Planting

Arbor Day, of course, means tree planting, and if the playground or any other section of the community needs trees, furnishes an excellent opportunity for planting them. Although it may seem that spring is the logical time for tree

THE RED ENEMY

A. H. Sylvester

Forests;
And streams;
Think of the first,
The others come to mind.
Take forests away,
The others disappear.
The greatest enemy of them all
Is that first enemy of the Arch Fiend,
Who runs without feet,
Who strikes without hands,
Who eats without mouth,
Who takes without giving,
Who leaps and strikes,
Devouring as he goes,
The Red Enemy,
Fire.

(From "Forest Fire and Other Verse" by John D. Guthrie)

Photo by U. S. Forest Service

There is nothing more enjoyable than a hike through the woods on a brisk day in early fall.

planting, in many localities it may also be done successfully in the fall. This is true in a general way of the eastern third of this country from Chicago eastward, except Michigan, Vermont, New Hampshire, Maine, and northern New York, and the eastern half of the southern United States as far west as Texas, except the semi-tropical portions of Florida. Fall planting should be done after the summer growth slows down and before the ground becomes frozen.

The trees to be planted should be of some species natural to the locality. In deciding what kinds to plant, however, it would be well to get the advice of the city parks department or shade tree commission or your State Forester. Information as to where and how to obtain trees for planting may also be obtained from these sources.

When planting trees, do not thrust them into a rough soil at random and expect them to flourish. They should be set out in well-worked soil, well enriched. And their roots should not be allowed to dry out. Evergreens, in particular, which are always planted with a base of earth about the roots, are very easily killed by allowing the roots to become dry. Before planting, the ends of all broken or mutilated roots should be cut off. Broadleaf trees should be pruned to a few main branches which in turn should be shortened. Evergreens should not be pruned.

Dig the holes about 3 feet in diameter and 2 feet deep. If the soil is poor, the holes should be 4 feet in diameter. The sides should be perpendicular and the bottom flat. Break up the soil in the bottom to the depth of the spade, and spread over it 12 or 15 inches of good topsoil, free from sods or other undecomposed vegetable matter. On the top of this layer spread out the roots of the tree with none of them in a cramped position and cover them with 2 or 3 inches of fine topsoil. Firm the soil about the roots, water lightly, and after the water soaks in fill the hole with good earth, continuing to firm it, but leaving the surface loose and a little higher than the surface of the surrounding soil.

It is well to bear in mind that responsibility for the tree does not end with the planting, for the care of planted trees until they are well-established, is as important as the planting operation itself. Shade and ornamental trees should be watered frequently, and in places where there is danger of their being injured such as on playgrounds, should be properly equipped with a guard and stake. If we neglect the trees we plant, the fruits of our labor are apt to be thrown away, while well-cared for trees will be a source of pride and inspiration to the whole community. And not only the community but the nation will benefit from the planting and proper care of trees, for in view of the diminishing crop of timber they are a great national necessity.

Recreation on the Canadian National Railways

By Sir Henry W. Thornton, K.B.E.

The head of this great transportation system is no theorist in recreation!

THE Canadian National Recreation League, comprising probably the largest body of men and women, organized for recreation and sports purposes in the Dominion of Canada, draws its membership from nearly one hundred thousand men and women, employees of the Canadian National Railways in Canada, the Grand Trunk Western Lines and Central Vermont Lines in the United States. Its activities cover the entire field of sports. Football, baseball, track and field sports, rifle shooting, bowling, golf and tennis are among the outdoor sports in which its members participate. In addition there are indoor activities — games, social gatherings, musical events and a host of other affairs which are encouraged during the time when outdoor sports are confined to those which may be followed on snow and ice-covered surfaces. Nearly one hundred associations, brought together in the Canadian National Recreation League, are active during the entire twelve months of the year, in localities ranging from Halifax on the Atlantic Coast to Vancouver and Prince Rupert at the Pacific, and from Chicago, south of the International Boundary to The Pas — up where the North begins.

Recent years have brought about a new consideration of recreation in industry. With the introduction of shorter working hours, the employee is given more time to play, and employers the world over have recognized that opportunities for healthful play and recreation are of equal importance with sanitary and healthful working conditions.

Thus, unsightly areas in the neighborhood of railroad yards and shops have been turned into playing fields, largely by the efforts of the employees themselves, encouraged to make use of the land for the purpose of recreation. Esprit de corps and a sense of co-operating with one's fellow-workers are built up on the recreation fields perhaps better in many instances than elsewhere. The spirit of the game demands team-work, and it is team-work that permits the welding of men and women into an efficient organization, whether for play or in the business world.

Canada is a young country, its population comparatively sparse and far-flung, and as yet composed of people who have not, in the main,

reached that stage of affluence where they can enjoy lengthy periods of leisure for recreation purposes. The average Canadian has been brought up to work hard, and when he plays, he plays as hard as he works. This perhaps explains the high standing which has been gained by individual Canadians in the fields of international sport.

Serving this great Dominion is the Canadian National Railways System, with some 23,000 miles of line. In many cases these lines are at the very edge of the wilderness. Railway employees frequently comprise the entire population of the communities in which they live, for in the operation of a railway system such as the Canadian National, divisional points must be laid out with regard to the problems of operating the railway. The town grows around the railway station shops or other activities, and consequently it becomes necessary on occasion for the railway company to consider not only the working conditions of its employees but also the living conditions and the improvement of such recreational and social activities as may exist.

It is in its service to the residents of these "outposts of railway service" rather than to the residents of populous cities that the recreational efforts of the Canadian National Railways have been a boon. Baseball, football and hockey teams, wearing the railway's colors in a metropolis such as Montreal, are important in their development of a certain spirit among the railway employees as a whole, but much more important are the activities encouraged among the residents of some frontier railroad divisional point, where almost everything and everyone depends upon the railway. At these points social life and play are encouraged by the association with good results. The Superintendent at Edson, Alberta—a railway divisional point in the foothills of the Canadian Rockies—expressed the thought of the distant "railway town" and its inhabitants when he stated in a letter that "until the League became active, positively no social life of real value existed. The activities of the League have entirely changed the outlook of the people."

The Canadian National Recreation League was brought into being in October, 1927, at a time when there were fifteen associations entirely separate from each other on the Railway System. In about three years the associations had grown to ninety-seven, and were united in their enterprise through a central directing and guiding office located at Headquarters in charge of a director of recreation. In this recreational movement across a continent and sponsored by an industry, it was important that paternalistic methods should not be adopted, but at the same time it was necessary to encourage and control the play desires of nearly one hundred thousand employees. The best proof that the methods adopted were successful has been the enormous increase, due almost entirely to the efforts of the employees themselves. This has been most noticeable in the smaller isolated communities. At many points along what is termed the north line of the Canadian National Railways there now exists social and play life where previously time hung very heavily on the hands of the few people who lived at these places.

The railway serves three classes of communities:

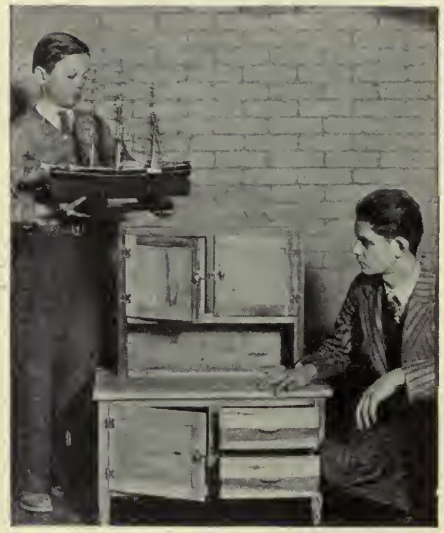
1. Where the community practically gets its entire livelihood from the railways.
2. Where the railway employees form a large proportion of the population.
3. Where their numbers are negligible in larger cities.

In view of the fact that the railway employees are the entire community in the smaller places, it falls upon them not alone to provide the necessary government, but also to provide desirable community life. It is at such places that the Canadian National Recreation League has been able to encourage social life and play for both young and old with surprisingly good results. There is not a single point where the ninety-seven associations forming the League cannot show some benefit to the railway employees themselves and to the communities in which they exist. Not only in athletics, but also in other recreational features —music, the arts and others—has the League taken a hand. There are in existence today under the auspices of the Canadian National Recreation League six brass bands, seven concert or symphony orchestras, three fully equipped pipe bands, one choral society and six minstrel troupes. While the performances of some of these musical aggregations have been outstanding, their greatest value has been their contribution to community life.

Another contribution which the Canadian National Recreation League has made has been that of rendering assistance and furthering the work of the national sports bodies and such others as deal with what might be expressed as higher athletics. The League is the only industrial unit in the world to be empowered to issue amateur registration cards. This is an excellent example of the esteem in which the League is held.

"You Can Make It"—
A Happy Slogan

Unlimited possibilities for developing talent are to be found in a "You Can Make It" Contest.



Courtesy the American City

Prize winners in the Louisville "You Can Make It" Contest, typical of young Americans everywhere working with the Government

PRESIDENT HOOVER extended his personal greetings to "You Can Make It" contest winners of three states who called at the White House, Wednesday, April 8. The three youths whose excellency in wood handicraft work resulted in their winning free trips to the national capital include Thorleif Knudtzen of Carroll playground, Oak Park, Illinois; Wilfred Schurink of the Mobile, Alabama, playgrounds, and George Easter of Jacksonville, Florida.

The "You Can Make It" contests were sponsored by newspapers, playground associations and other organizations cooperating with the National Committee on Wood Utilization of the Department of Commerce in its campaign to bring about an intelligent utilization of both new and discarded lumber.

To win the contests in their respective districts, the lads displayed unusual ability in wood craftsmanship. At Oak Park, young Thorleif constructed a "Karrosse," or a miniature carriage, entirely hand carved and containing only one piece of metal, a small pin fastening the front wheels to the carriage.

A neatly designed jardiniere and a pedestal of many colored woods were the prize winning entries of 12-year-old Wilfred Schurink of Mobile. The jardiniere, and its stand, rising approximately three feet from its floor base, is outstanding in that it is constructed of miscellaneous bits of wood and beautifully finished in a dozen different colors. The article was constructed out of whittled pieces of discarded crates.

Interest in the Florida contest was so great that an Air Transport Company issued a complimentary round trip ticket to Mr. Easter to assure him of the trip to Washington. Young Easter exhibited marked ability in the construction of a speed boat which he made from second-hand packing boxes and crates. The boat, 16 feet long, necessitated an expenditure of only $1.30. It is driven by an outboard motor and is capable of making a speed of 22 miles per hour.

Commenting on the "You Can Make It" contest staged in Oak Park, Illinois, Miss Josephine Blackstock, Director, Playground Board, says: "We feel that the contest was so successful last summer that we will put on another one on the playgrounds this coming summer." After staging two "You Can Make It" contests on Mobile, Alabama, playgrounds, Mrs. Carl A. Klinge, Superintendent, Recreation Department, advises that she is as enthusiastic as ever about the contests which will be repeated next year.

Many of the contestants obtained ideas and plans for their entries from the series of "You Can Make It" booklets published by the Committee. These booklets entitled "You Can Make It," Volume I, and "You Can Make It For Camp and Cottage" contain plans for constructing hundreds of useful articles for both the home and cottage. They may be obtained from the Government Printing Office, Washington, D. C., at 10 cents a copy. "You Can Make It For Camp and Cottage," which sells at the rate of $3.50 a hundred copies, contains valuable information concerning bird house construction and location which

(*Continued on page* 410)

RECREATION

The World at Play is published each month to keep you in touch with new developments everywhere. It is a cooperative undertaking. "Recreation" urges all its readers to send in items regarding recreational happenings in their communities.

World at Play

Table Games and Chess Clubs

In Detroit, Michigan, the Department of Recreation has organized table game clubs in which boys are encouraged to make table games, such as baseball games, football games, peg solitaire, fox and geese, bean bag boards, puzzle games, ring toss and pool boards. In many centers there are no gymnasiums, but available floor space for carrying on table game clubs. Such games as checkers, Lindy, Flag, authors, touring, pit, snap, boy scout, Halma, anagrams and Wing are supplied by the Department. When a boy becomes a good checker player he is invited to become a member of a chess club, a number of which are conducted from October until May. Elimination tournaments are held and the best players of each club compete for the championship of the city.

A Harvest Festival

A Harvest Festival of Many Lands was the name given the festival presented on July 31st under the auspices of the Milwaukee Public Schools, Extension Department, with the cooperation of the foreign born groups of Milwaukee at the Siefert Social Center Playground. Introduced by a procession of nations, folk dancing and singing by a number of foreign born groups made up the greater part of the program. In the final number, entitled *United All,* more than twenty nationalities were represented by individuals who were former or present members of some Milwaukee social center English or citizenship class.

Community Center Demonstrations

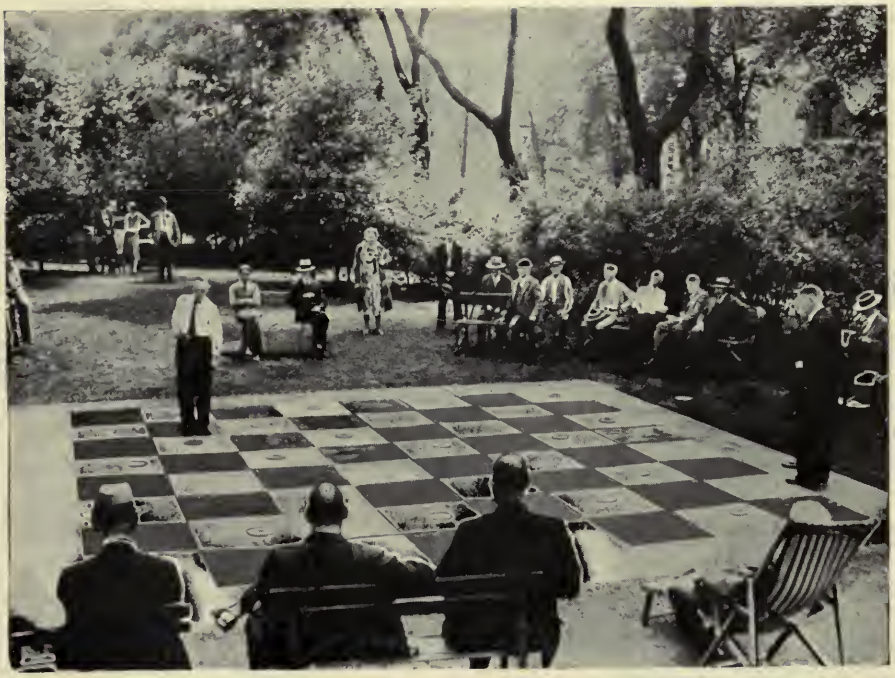
In March and April a number of recreation departments and school boards completed their community center season with demonstrations. The first public demonstration of evening recreation activities of Somerville, Massachusetts, was held on March 23rd under the auspices of the Recreation Commission. Folk dancing, basketball, calisthenics, tumbling, music, both instrumental and vocal, social games, tap dancing, a one-act play and a minstrel show completed the program.

The sixth annual community center frolic of Cleveland, Ohio, brought to a close the activities of the community centers conducted by the Board of Education. Sponsors of the frolic included the Inter-Community Center Council, which works with the Board of Education in administering the centers, and the Cleveland *Plain Dealer.* The queen of the frolic, escorted to her throne by heralds, presided over the program in which activities of all kinds were demonstrated.

Play and Delinquency

City officials of Milwaukee, Wisconsin, believe it is due to the influence of the recreation programs conducted by the Extension Department of the Public Schools that Milwaukee's rate on burglar insurance is lower than that in cities generally, that the city is freer from crime than it formerly was, there is less labor trouble and the juvenile delinquency rate has been reduced.

Recreation for "Oldsters"



Courtesy of The American City

Members of the Borrowed Time Club of Oak Park, Illinois, ranging in age from seventy to one hundred years, are finding opportunity for social recreation through the monster outdoor checker-board constructed in the center of the village through the cooperation of Gustav A. Lindberg, superintendent of the Oak Park district.

The checkers proper are made of basswood approximately 12 inches in diameter and 4 inches thick. These discs are lifted with a specially designed hook attached to a sawed off golf club, the checkers being hollowed out at the center and a steel pin inserted across the opening. The discs are moved slowly and the play does not require too much vigor. It is planned to place concrete seats around the checker-board which is located on the sloping ground so that the game may be easily watched by a number of fans. From the interest shown in this outdoor checker game the village Park Board feels that the small investment required is well repaid by the enthusiasm and enjoyment of the elderly men who play.

Leadership Training in Omaha

On January 21st the University of Omaha, Nebraska, became the *Municipal University of Omaha.* In the reorganization which followed the Department of Sociology and Social Work was made one of the eight leading departments of the institution, with Dr. T. Earl Sullenger, head of the new department. Dr. Sullenger will also direct local research projects and serve as director of the Bureau of Social Research. Arrangements have been made whereby all students enrolled in child welfare and interested in playground work may secure an additional credit for two hours' work on the demonstration playground. Special lectures will be given by local and national authorities on recreation.

A Broadcast of Athletic Lectures

The Public Schools Athletic League of New York announces that at 12:45 P. M. each Saturday from October 31st to April 23rd there will be broadcast a summary of the Wingate Memorial Athletic Lectures, which will be presented this fall and winter. The League is also planning to make a very inexpensive transcript of the full proceedings at each lecture demonstration, which will be distributed at cost to all requesting it.

School Centers in Pontiac

The use of school buildings for recreational purposes by the Recreation Division, Pontiac, Michigan, has increased seven-fold since the Board of Education allowed the Department to use the buildings without charge. Previous to the season of 1929-30, the Board of Education made a charge of $7.50 per night for the use of gymnasiums. To meet this cost the Recreation Division charged an admission fee of 25 cents per person. As a result the only activity carried on in school buildings was the City Basketball League. The attendance at this activity in 1928-29 totaled 6,840 people. In October, 1929, the Board of Education decided to allow the Recreation Division to use all gymnasiums without any charge. During this season 54 organizations held 212 meetings with a total attendance of 16,340.

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The winter season of 1930-31 showed a 100 per cent increased over the previous year. Sixty-nine organizations used the buildings 317 times with a total attendance of 42,465 at the increased number of activities. In addition to the basketball league for men, two other basketball leagues for men, one of which was colored, were organized. Two basketball leagues for white girls and one for colored were conducted. Other activities include three men's gymnasium classes, a volley ball league, an indoor soccer league, a bridge class, an indoor tennis club and a badminton club. A community party was held once a month for colored citizens. During the last two seasons of use of school buildings by the Recreation Division the only damage to property was the breaking of one light globe in one building.

Child Study Association of America to Hold Conference. — Social and economic changes; how the college is meeting them and their effect upon man and woman in the marriage relation; research in family life—these and other topics will be discussed at the two day conference to be held under the auspices of the Child Study Association of America in New York City on October 19th and 20th. Further information may be secured from the Child Study Association at 221 West 57th Street, New York City.

Activities in Middle Western Cities.— Teams from Detroit, Michigan, and cities nearby participated during the week of August 24th to 28th in baseball, playground ball, volley ball, tennis, horseshoes, track and field contests. The recreation executives of the metropolitan district around Detroit will get together from time to time to consider policies and rules for contests, to discuss activities and to do better recreation work in the cities represented. These cities are Ann Arbor, Dearborn, Detroit, East Detroit, Grosse Pointe, Hamtramck, Highland Park, Pontiac and Windsor.

Lansing's First Sport and Field Day.— "Recreation Steadies Lansing" is the way the *Lansing State Journal* headed its editorial commending the first sport and field day in Lansing's history on July 10th. Organized by the Recreation Department and aimed to give everyone a chance both to play themselves as well as enjoy watching others, the program began with a parade of about a thousand playground children shortly after noon, followed by an industrial track meet.

C. J. Atkinson Retires

AT the recent convention of the Boys Club Federation in Washington, C. J. Atkinson announced his retirement from the active management.

For nearly twenty years C. J. Atkinson as executive secretary of the Boys Club Federation has worked closely and sympathetically with the N. R. A. When Mr. Atkinson came from Toronto to take his position with the Federation, his office adjoined the office of the N. R. A. in the Metropolitan Building and the leaders of the Association have always felt very sure of his understanding of recreation problems and of his readiness to help.

Under the leadership of Mr. Atkinson, the Boys Club movement has grown from an enrollment of thirty clubs with about 25,000 boys as members until now there are 258 clubs with an enrollment of approximately 251,000 boys.

No one could know C. J. Atkinson without feeling that he has lived much, that he knows many phases of life, that he is not fooled by what appears on the surface. We have known him always as an honest and courageous fighter for the boys. Mr. Atkinson, after a summer in Europe, will return to the United States, where he will continue to be affiliated with the Boys Club Federation as honorary secretary.

HOWARD BRAUCHER

(*Continued from page* 402)

a golf tournament, a horseshoe pitching tournament, tennis matches and a rattling good twelve inning ball game going on simultaneously at the various parks in the afternoon. Early in the evening the finals in the city amateur championship boxing matches were held, followed about dark by a playground baseball game for girls. The new lighting equipment on this playfield made possible the extension of the sports day until after ten o'clock. The other evening event was moving pictures in another section of the city. There were no charges for any of the events. The City Hall and leading industrial plants closed at noon. The day had been announced by posters and liberal newspaper articles, and the facilities at all the events were filled to capacity. As the editorial referred to said, "Doubtless nothing the city could do could so well serve to heighten, steady and direct what may be termed the public morale."

C. B. Raitt

IN the death of C. B. Raitt on August 7th, the recreation movement in America lost one of its early and able pioneers.

On February 1, 1905, he became the first superintendent of play and recreation of the Playground and Recreation Department of the City of Los Angeles, California—one of the first cities in America to establish a separate municipal department of play and recreation. During the course of his long service of over twenty years as superintendent he guided the development of public play and recreation from one small center to a system of play and recreation centers of commanding importance not only in his own city but also of very great significance and importance to the whole public recreation movement in this country.

He was of the stuff of which pioneers are made—rugged, cautious, courageous, indomitable, intelligent, painstaking and absolutely devoted and loyal to the cause to which he gave the best years of his life. His integrity was unimpeachable; his personal habits such as to set a high example to the children and young people under his charge. He was a public servant against whom there was never a breath of scandal and whose honesty was never questioned in the administration of his high office. He never swerved from the path of duty as he saw it. To the end of his public life he remained true to the principle that a public office is a public trust to be administered with an even stricter regard to honesty and devotedness than in one's private affairs.

Their Very Own.—In West Orange, New Jersey, there is a playground in the heart of the Italian district which the neighborhood people to an unusual degree feel belongs to them. Visiting this ground at 9:30 one morning, the district representative of the N. R. A. found a group of little girls under the direction of one girl not much larger, scrubbing, sweeping, and vigorously cleaning the girls' showers and lavatories, while a number of boys were equally active on their side of the ground. Other children were on the ball diamond, sweeping and marking and trimming the grass, and still others were picking up papers and sweeping the ground. The ground belongs to the neighborhood and no one feels it more keenly than the children. Winter and summer this place is their club and center.

▲▲▲The constant progress of a billion dollar field is accurately and interestingly reflected in the pages of "Southern City." ▲▲▲

▲▲▲Here you will find news of the latest activities of public officials throughout the South—news of undertakings accomplished and plans for future activities.

SOUTHERN CITY

DIXIE'S ONLY SOUTHWIDE CITY BUILDING PUBLICATION

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ATLANTA, GEORGIA

Among Our Folks

Miss Katherine Krieg, who served as assistant to Miss Margaret McKee, former superintendent of recreation in Des Moines, Iowa, has been appointed as Miss McKee's successor.

Jeanne Barnes, a graduate of the National Recreation School, began work as director of recreation at Morgantown, West Virginia. This position was formerly held by Alice Beil Van Landingham.

More Playgrounds for Minnesota.—The Department of Minnesota (American Legion) has launched a state-wide drive urging every Post in the department to arrange for places for the children of their communities to play. It is believed that the playground program is an activity on which every Post in the city may well concentrate its efforts this year.

A Vacation Bible School in Lancaster.—In Lancaster, Pennsylvania, last summer, the Lancaster Recreation and Playground Association and the St. Peter's Reformed Church cooperated in conducting a Vacation Bible School which held its sessions both at the church and at one of the public playgrounds. The school was open to all children between the ages of four and twelve and was conducted five days a week from 9:00 to 11:30 A. M. during the month of July. At certain periods the children from the Bible School joined the children at a playground which is nearby and took part in the program.

A Memorial Playground for Springfield.—In Springfield, Massachusetts, $58,000 has been made available from the surplus war bonus funds for the purpose of acquiring land for a public play area as a permanent memorial to the soldiers, sailors and marines who served this country in war. A tract containing approximately 120 acres was purchased for this amount, the low price being made possible because of the civic pride and interest of the owners. It was decided to build the city's second municipal golf course on this area. Nathan C. Bill, who has done so much to further the recreation movement in Springfield, contributed $10,000 toward the construction of the course; other interested citizens gave $11,970, and the city government appropriated $40,000 for the development of the tract.

During the year 1930 a tract of 10.46 acres with a lake on it was presented to the City of Spring-

field by Arthur E. Littlefield, May G. Stephenson, and George L. Stephenson.

An Active Organization.—The Industrial Mutual Association of Flint, Michigan, is composed of 30,000 members who are employees of the General Motors units in Flint. The organization provides a welfare program, an insurance plan, and a recreation program, but recreation is the chief interest. Six floors of club rooms, a $1,250,000 auditorium, a 400-acre summer resort, and an athletic stadium are among the facilities provided. A camera club is the latest addition to the program. The director of photography for one of the largest automobile factories, whose plant is located in Flint, has been secured as counsellor, and some very interesting work has been the result. In less than two weeks the membership in the new club increased from twelve to more than fifty.

Interest in Recreation Games.—At a recent meeting of the Mississippi Branch of the National Congress of Parents and Teachers there were 33 general subjects on the program, 15 having to do with leisure time and recreation. In addition there were three recreation and play periods. This illustrates the extent to which discussions with reference to leisure and recreation are being received at the present time throughout the country.

Recreation Department and Juvenile Court Work Together.—In Dallas, Texas, a plan of cooperation between the local recreation department and the juvenile court is in operation. Each month the recreation department receives a list of juvenile court cases to which special attention are given. It has been possible to give a great deal of assistance in many of these instances because frequently the delinquent is a son or daughter of a member of one of the mothers' clubs connected with each playground. In such cases the mother and the recreation leader in charge of the playground confer with the Juvenile Protective Committee composed of two or three of the neighbors at each of the playgrounds. Boys or girls on probation are largely in the hands of the recreation worker and the Juvenile Protective Committee who report to the court. There are a number of interesting instances of the lessening of gangs and leaders of undesirable boys' groups to such an extent that they cease to be troublemakers.

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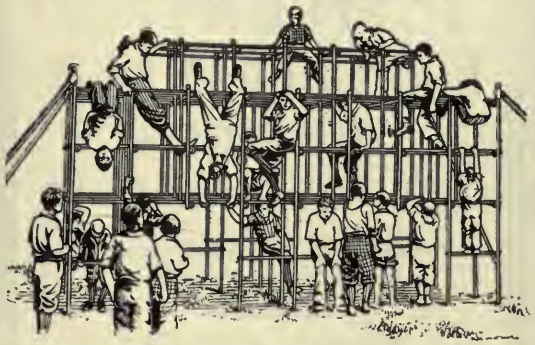

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But there are other features equally as important. Having, as it does, graduated bars always near at hand it is absolutely safe and requires no supervision. Permanently made of metal and compactly built to economize on space.

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A New Public Bath House for Los Angeles.—The Playground and Recreation Commission has approved preliminary designs for a new public bath house at Cabrillo Beach, San Pedro, which will be an attractive two-story structure giving the appearance of a Spanish lighthouse. It will accommodate 4,000 bathers. The second floor of the bath house will consist of a large community hall for dancing and other social activities, and there will be special sun bath rooms for men and women, a restaurant, and similar features.

For the Pre-School Child.—The Recreation Department of San Antonio, Texas, has conducted some interesting work for the pre-school child on seven playgrounds during the school year. Leadership is provided largely by volunteers from the mothers' councils, one of which has been organized on each playground. There is a mothers' and children's dramatic club at each ground and in addition the children are taught singing, storytelling, and certain physical activities such as correct breathing and posture. There are contests in sand modeling but a minimum of emphasis on regular school kindergarten work. The recreation director at each playground is in general charge of the work. Children from four to six years of age are admitted and there are about thirty children on each playground, for whom the program is conducted from 9:15 until noon. The program is not in operation during the summer playground season. This work is particularly important in Waco because so many of the mill workers are unable to provide for their young children while they are at work.

In Parsons, Kansas, pre-school groups use the school playgrounds during the summer for a short time in the morning before the older groups arrive. As soon as the older children come on the grounds, the other children return home. Kindergarten teachers in the public schools have charge of the pre-school groups.

A Tournament of Arts and Crafts.—During April, the Richmond, Virginia, Academy of Arts and Crafts, established in 1786, conducted its first tournament of arts and crafts. Miss Claire McCarthy, director of the Community Recreation Association, served as secretary of the Executive Committee of the tournament. For outstanding achievement in the tournament the Academy conferred the highest honor for attainment in Richmond for the year 1931 in art, true crafts, interior decoration, decorative arts, photography, graphic arts, architecture, literature, music, drama, and dancing.

West Chicago Parks Hold Art and Crafts Exhibit.—More than 11,000 articles made by the boys, girls, and adult groups in the handcraft classes conducted by the Chicago West Park Commissioners, were on exhibit at the various parks from May 1st to May 11th inclusive. Among the articles shown were basketry, dresses, lamp shades, cushions, stencils, posters, bead work, model airplanes, doll houses, soap and clay modeling, wood carving, whittling, dolls, bird houses, and boats.

Happenings at Oglebay Park.—The fourth Nature Training School to be held at Oglebay Park, Wheeling, West Virginia, opened on June 8th. On June 22nd the school moved to a camp in West Virginia's higher mountains where a five day session was held.

The opening event of the summer's program at the park was the Easter sunrise services attended by 1,500 people. A vested choir of 40

musicians and a brass sextet provided the music.

The state legislature has given recognition to the Oglebay Park program by appropriating $5,000 a year for the next two years for cooperation with Oglebay Park.

Archery Popular.—The nine hole archery golf course established by the Department of Public Recreation of Miami Beach, Florida, attracted many players every day. An archery range provided excellent sport for those enthusiasts who wish to perfect their aim with the targets. Two full blooded Indians of the Penobscot tribe gave free classes of instruction twice a week and equipment for these classes was furnished by the Department. Private lessons were also given and bows and arrows were rented to those wishing to play the golf course or practise on the target range.

With balloons as their targets, members of the Westchester County, New York, Archery Association held their first indoor tournament at the County Center in White Plains in April. Each time an archer broke a balloon he had the privlege of drawing a prize from a grab bag. The archers hitting the largest number of balloons were awarded silver cups. This novel archery shoot created much interest.

A Golf Course in a Small Community.—Ten or fifteen years ago Allen Walden, a lumberman and resident of Corydon, Iowa, bequeathed part of his estate to the town designating that a certain share of it should be used to purchase a park for the city. The executor of the estate purchased a 40-acre tract adjoining the town which fifty years ago had been laid out as a park. A nine hole golf course was built on the property which utilized practically the entire 40 acres and is located in and around the tennis courts, keeper's home, bathing pool, and other recreation facilities. The course is 2,600 yards in length, par 29, bogey 37. Heretofore the upkeep of the park, which is under the supervision of a park commission of three members, has been met through an authorized 2 mill levy by taxation. This levy has fallen short so that the town people who play golf, about 50 in number, have agreed among themselves to contribute $5 each per year for the purpose of taking care of the blue grass greens which are particularly fine. Any one may play free of charge at any time. To raise money for making improvements to the course, last year signs were put up requesting that individuals playing golf and not contributing to the upkeep of the park pay 50 cents a day. As the course is the only golf course in the county, many people from other towns use it and they were very glad to contribute to the upkeep of the course.

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"There has been a coordinate development of high incomes and greater dissatisfaction with life; of high material standards of living and higher rates for suicide and insanity and minor forms of mental disorders; of greater measures for the protection of mothers and children along with race suicide in modern American cities; of finer churches along with increasing disbelief in God or the tenets of historical Christianity. These discordances can only be explained if we admit that urban America has passed the point of greatest efficiency in material standards of living; that the attention she is paying to things to live with have made her forget the things necessary to live by."
—*Professor Carle C. Zimmerman* in *Rural America,* May, 1930.

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Music in Community Centers

(*Continued from page* 380)

interest and develop promising individuals to be leaders of their groups, in so far as this can be done without impairing the progress or delight of the groups. "Institutes" in music-leading, followed by actual leading under gradually lessening guidance by the instructor, is the usual method.

Recreational Dramatics

(*Continued from page* 382)

Publishing Company, 542 South Dearborn Street, Chicago, Illinois. 50c.

Stunts for Summer by Flora M. Frick. A valuable handbook for the camp director or anyone in charge of picnics or outdoor activities. The Dramatic Publishing Company, 542 South Dearborn Street, Chicago, Illinois. 50c.

Stunt Plays by Owen Kelley. A little more than stunts but simpler than one-act plays are these 15 "stunt plays," including comedy, tragedy, and pathos. Old Town Publishers, P. O. Box 323, Madison Square Station, New York City. 75c.

Stunts of All Lands by Catherine A. Miller. Another useful collection. These borrow their character from different nationalities. Richard Smith, 12 East 41st Street, New York City. $1.50.

All plays listed may be purchased from the Drama Book Shop, 29 West 47th Street, New York City. Please order from publisher or book shop.

Note: It is suggested that community center directors wishing lists of long plays or information on conducting drama tournaments communicate with the Community Drama Service of the N. R. A., which will be glad to provide lists and to be of all assistance possible.

Spooks' Trysting Place

(*Continued from page* 385)

paint on the sheet below produces the effect of blood. If the victim is a girl, her hair is gathered up and fastened to the rod above with a ribbon. Her face is powdered and her eyes with a dash of lead color beneath them are kept closed.

After all these awesome happenings at Spooks' Trysting Place the guests will need relief from

the strain of so many horrors before bidding each other goodnight. What could be more welcome or more appropriate than one of the greatest of all ghost stories! "Dey Ain't No Ghost," by Ellis Parker Butler in "Best Ghost Stories." This book can be found in most public libraries or may be purchased directly from the publishers, Modern Library, Inc., 20 East 57th Street, New York City, price $1.00 postpaid.

A Kickball League

(*Continued from page* 388)

A player must have played or have been in uniform ready to play in at least half of the scheduled games in order to be eligible to play in the finals.

Uniform

Uniform will be bloomers and middy.

Any uniform will be censored by the Athletic Committee of the Department of Recreation.

Officials

Competent officials will be in charge of all games. Each team will be required to provide a score-keeper; otherwise they must be willing to accept the report of persons assigned by the umpires as official.

Score cards will be furnished.

Protests

Protests must be in writing to Miss Erley within forty-eight hours. A fee of $2.00 must accompany the protest. This fee will be returned to the team if the protest is won; if lost, it will be retained in the treasury.

Official Rules

City of Detroit, Department of Recreation Kickball Rules revised for 1931 will be the official rules for all games played in the League.

Athletic Programs for Young Men

(*Continued from page* 389)

drawing up and sending out of schedules, the filing and checking of team registrations and the resulting incidental clerical work demands a fairly competent clerical staff. Its efficiency quickly reflects itself in the respect of teams for the league organizations.

Our supervisors of games between these organized teams are the officials who are paid to handle each individual game. They are always either

(*Continued on page* 410)

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

American Childhood, June 1931
- The Family Center Summer Play School, by Lucy Retting
- Story-Telling on Wheels, by Helen E. Benson
- Our Playhouse Moved Outdoors
- Projects for the Active Vacation Child

The American City, July 1931
- Milwaukee Playgrounds, 1923-1940, by Elmer Krieger
- Nation's Recreation Expenditure Increased $5,000,000 during 1930
- Ought Cities To Buy Block-Interiors for Public Playgrounds?
- A Park in a Ravine—Cleveland, Ohio
- Olympic Athletes Will Swim in Pure Water
- Davenport's New Municipal Stadium
- Community Singing in Fond Du Lac

The American City, August 1931
- An Unusual Recreation Park at Northampton, Mass., by Robert Washburn Beal
- Birmingham Park System Gains through Unemployment Programs
- Park Development Through Citizen Cooperation—Price, Utah
- Old-Timers of Oak Park Play on Huge Outdoor Checkerboard

Child Study
- The June 1931 issue of this magazine is devoted to competition. Some very interesting and illuminating discussions are included.

Child Welfare, June 1931
- The Sand Box, by Olivia Liebheit Ure
- A Lath Playhouse, by William Alphonso Murrill
- The Story Hour for Children, by Randall J. Condon
- Vacation Program for Boys, by Roscoe Pulliam
- A Toy Orchestra as a Vacation Project, by J. Lilian Vandevere

Child Welfare, September 1931
- Training for Leisure Through Elementary School Clubs, by Ruth B. Hall

Hygeia, July 1931
- Child Leisure—A Modern Problem, by Ruth L. Frankel
- A Hiking Holiday, by Walter S. Chansler

Hygeia, September 1931
- Hobbies, by H. F. Kilander

The Journal of Health and Physical Education, June 1931
- The Place of Varsity Athletics in a Program of "Athletics for All," by Fielding H. Yost
- Some Essentials in Playground Planning, by Ernst Hermann
- Dancing Has Its Place in the Physical Education Program, by Janice Kent
- Archery Tournaments, by Philip Rounsevelle
- The Organized Recess Period, by Oscar P. Loevenguth
- Water Games for Class, Club or Camp, by Lucy South Proudfoot

The Municipality, June 1931
- Construction of Municipal Golf Course Relieves Unemployment problem for Superior

Parks and Recreation, July 1931
California Park Commission Saves Redwoods in Bull Creek Flat
Landscape Setting Makes Pool Attractive, by Robert Washburn Beal
Marine Parks in New York City
Keller Golf Course at St. Paul, by Tom Hastings
An Interview on Public Golf Courses
A Short History of the Public Golf Associations of Minnesota
Baseball and Its Variations
A New Medium for Art Expression, by V. K. Brown

Parks and Recreation, August 1931
Camp Ovens and Oven Shelters, by Paul B. Riis
Tulsa's Airport as a Park, by C. W. Short, Jr.
Industrial Recreation, by Minnette Brodke Spector
Old-Timers Play on Huge Outdoor Checkerboard, by Norman Beggs
Roque and Lawn Bowling

Scouting, July 1931
"Let's Give a Play"

The Survey, July 15, 1931
The Meek Inherit the Mirth

PAMPHLETS

Report of the Board of Public Recreation—Fort Myers, Florida 1931

Celebrating a 300th Anniversary—Massachusetts Bay Tercentenary

1930 With the Houston Recreation Department

Sixth Annual Report 1930-31 of the Department of Recreation, Hamtramck, Michigan

Suggested Activities for Supervised Playgrounds
Prepared by the Education Division—National Safety Council

Standards of Play and Recreation Administration
Report of the Committee on Play and Recreation Administration of the National Municipal League.
Prepared by Professor Jay B. Nash.
Published by the National Municipal League
261 Broadway, New York City
25¢ per copy

Twenty-fifth Annual Report of the Board of Park Commissioners of Peoria, Illinois, 1930

United States Publications on Education, Office of Education 1931, United States Department of the Interior.

Annual Report of the Department of Public Recreation, Miami Beach, Florida, 1930

Ethics of the Teaching Profession, Kansas City *School Service Bulletin*, March 1931

Municipal Activities, 1930—Cincinnati, Ohio

(*Continued from page* 409)

college players or men who have some established prestige in the sport in which they officiate. Their compensation has been $1 for baseball games; $5 for an evening of three basketball games; $5 for football games; and $3 for a hockey game.

As far as results are concerned, we have, I presume, mainly provided this age group with something to do and think about. An organization of this kind more than doubles their playing time and the self-restrain and playing standard which is required of the teams who play in our leagues is, of course, a valuable training.

National Recreation Day

(*Continued from page* 392)

Editors Approve

Typical of the editorial comment on the anniversary celebrations are the following:

Battle Creek, Michigan, *Enquirer News*: "What Mr. Hoover had to say is echoed in thousands of hearts. Here in Battle Creek, where in Dr. John Harvey Kellogg we have a director of the national association, we daily see the benefits of organized play. Battle Creek's playgrounds are approaching the close of their most successful summer season.

"And, while we watch the nation and the world going to the bow-wows, as our best critics assert, we can find with Mr. Hoover a little glint of silver in the cloud's lining as we contemplate millions of children who are finding health and happiness on the playgrounds of a nation."

Lock Haven, Pa., *Express:* "There are few communities so small but they will be able, by effort and devotion, to provide some means of organized recreation for their children. Every community which has neglected to take up playground work, and which continues to evade that responsibility is depriving its children and young people of one of the greatest present day forces for good."

There is ample evidence that the anniversary programs helped strongly to focus public attention on the basic contributions of organized public recreation to child happiness and welfare.

"You Can Make It"

(*Continued from page* 399)

it contains. In quantities "You Can Make It," Volume I, sells at $4.00 a hundred.

Several hundred boys and girls participated in each of the contests, the results of which clearly indicate that the "You Can Make It" program of the National Committee on Wood Utilization is receiving enthusiastic support in various sections of the country.

"Education of our adults is needed now as never before, for in this machine, mass-production age, the life of the worker must be enriched or, in many cases, his spirit will die. We probably can hold the place we now have by schooling children only, but to make real progress we must educate adults."—*L. R. Alderman*, U. S. Office of Education.

New Books on Recreation

The Recreation Kit, 26

Edited by Katherine and Lynn Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

THIS issue of the Pocket Magazine of Social Recreation, which is so widely and favorably known, contains in addition to some social recreation activities the high lights of the fifth social recreation institute held at Walden Woods, Michigan, and the tentative recreation creed, quotations from which appear in connection with Miss Viola P. Armstrong's article on social recreation in the current issue of RECREATION.

Procedures for Character Education

By Harold S. Tuttle and Paul A. Menegat. The Cooperative Book Store, University of Oregon, Eugene, Oregon. $1.75.

THIS carefully edited collection in mimeographed form of the procedures published in City and State Courses of Study for use in character training shows the rapid development of a movement which, one writer points out, has been under way since 1905. In recent years courses in methods of character education have been introduced into teachers' colleges and schools of education in rapidly increasing numbers. Especially is this true of summer sessions, with the result that teachers are going back to their work each fall stimulated with new interest. Out of this interest on the part of educational leaders, expressed through literature and training courses, there has come the introduction of programs of character education in the schools of the country. Of those school systems which are working out conscious programs looking toward character building only a comparative few ever put their results into printed form available for the use of other schools. The compilers of this book have, therefore, performed a valuable service in bringing together this collection of available material.

The Fun-Craft Book

By Rachel Taft Dixon and Marjorie Hartwell. Rand McNally and Company, New York. $1.00.

THINGS made from paper and pasteboard, beads, weaving with yarn and strips of cloth, block printing and stenciling and match-box treasures fill the pages of this attractively illustrated book, which tells what to do with scissors and paste.

Municipal Auditoriums

By Edna Trull. Municipal Administration Service, 261 Broadway, New York City. $.35.

THIS study presents and analyzes the basic physical and financial data concerning auditoriums in more than one hundred cities, stressing the practical problems of administration with which auditorium managements are concerned. Among the subjects considered from the experience of these cities are those of legal authority, form of management and control, general financial policies, the fixing of rates, the utilization of auditoriums and their relation to the city plan. Special emphasis is placed on the fact that the value of a municipal auditorium is determined not so much by the financial results as by the degree to which public-spirited management has made it a useful center of community activity.

"The 'Everybody Sing' Book." Edited by Kenneth S. Clark, Paull-Pioneer Music Company, New York, 1931, price 25 cents a copy.

Very few persons, if any, have had so wide and rich an experience as Mr. Clark in cultivating musical activities among all sorts of people. Consequently the new song book compiled and edited by him is likely to be very effective and valuable. This book is plainly designed for the singing of the great masses of people, though it contains a good many choral arrangements of folk songs that will please even the most cultivated music lovers. The book contains 177 selections for almost all of which piano accompaniments are given. "Sing for the joy of singing" is the slogan appearing on the front cover and the editor has evidently kept this idea in mind throughout his work. First comes the mixed voice section including many of the traditional favorites in community singing, without which no song book would be complete. The second section carries out an idea new to community song books, for it consists of a set of arrangements by Mr. Clark which are interchangeable as to their use by male or mixed voices, and yet are in keys making the songs suitable for unison singing. This is an especially valuable idea that works out perfectly. Let your "barber shop" quartets and glee clubs, as well as mixed choruses, enjoy the 50 songs of this section. A special section of hymns and carols comes third. The fourth section is given over to stunt songs and to greetings which are used as salutations to visitors on special occasions. Then comes a unison section consisting mostly of the so-called popular songs of recent decades in our country. Finally, there is a supplementary section consisting of the text of a number of songs, most of them favorites of recent years. Throughout the book there is a scattering of "rounds," all of them capable of giving pleasure to any group who can sing, no matter how modest their skill.

The book is said to be a real American collection and since it contains not only many of our popular songs of the past but also a large number of native cowboy and sea songs and mountain ballads and Negro spirituals, it truly is the first song book of its kind that is entirely American except for a few folk songs like *Auld Lang Syne* and *O Sole Mio,* which have become so popular among all or a large part of our people that they may be regarded also as American.

Some people will regard the collection as a whole as containing much music that is too sweet, sentimental, or inane to be indulged in happily for any length of time if at all; and they will wonder perhaps whether any number of people can enjoy those of the old, quite forgotten popular songs whose tunes are very trite and whose umpah accompaniments are more so. The radio has done so much to raise our standards of taste even in popular songs, as is shown by the striking advance in rhythm, harmony and often in counterpoint reached in many of the popular songs of the day. At the same time a large proportion of the millions of children now in school are having musical experiences that are, we hope, even more telling than those provided by the radio and a more admirable Tin Pan Alley. One would suppose that all this growth would make some of the songs in this book seem much less vital and delightful than the great abundance of simple but fine and lastingly gripping music now available almost everywhere. However, the book is to be heartily welcomed and should be given the largest possible opportunity to prove itself.

A. D. Zanzig.

The Camp Library. For Use of Welfare Camps. Compiled by Elsa H. Naumburg for the United Neighborhood Houses and issued by The Children's Welfare Federation, 244 Madison Avenue, New York City. $.10.

"What shall they read at camp?" The answer is found in this compilation of books on fiction, adventure, mystery, romance, sports and humor, arranged according to their use for various age groups. There is also a list of stories to tell.

Business Girls—A Study of Their Interests and Problems. The Religious Education Association, Chicago, Illinois. $1.00.

This book gives the results of a study made by The Religious Education Association in cooperation with the National Board of the Y. W. C. A. and a number of local Y. W. C. A. groups. The Chicago Collegiate Bureau of Occupations and the Central Branch of the Chicago Y. W. C. A. permitted the use of their records, and several hundred business girls wrote tests, gave interviews, and in some cases wrote the story of their experiences. The report gives a picture of the office worker, a general survey of her interests and problems, information regarding home and family life; intellectual abilities and interests and friends and vocational problems. The girl and her money, the girl and the church, and undeveloped personalities are discussed. A valuable section of the report is that giving a bibliography.

The girls were asked to tell of their recreational interests. Travel was the most commonly checked item on the list of interests; 89.4 per cent of the girls wanted to travel, and the replies showed a marked interest in new experiences. Eighty per cent of the girls mentioned some very active recreation as a hobby, such as athletics, boating, dancing; 39 per cent indicated study, reading or writing as a hobby, while 27 per cent mentioned some form of art, music or dramatics.

Municipal Golf Courses in the United States (With Statistical Information). Public links Section, United States Golf Association, 110 East 42nd Street, New York. Free.

In this new pamphlet the United States Golf Association has brought up to date its valuable directory of existing courses, giving information about the size, charges, the cost of operation, whether self-maintaining or not, and names of governing authorities and professional in charge. According to the list, which has been made as complete as possible, 191 cities are conducting 291 municipal golf courses.

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The World at Play

PLAY is a universal language. In the kingdom, or republic if you will, of play there are no boundaries except those that separate the living from the dead; those who still play from those who do not.

In every country play and recreation will have a vital part in shaping the new culture, the new art, the new life of man.

In all lands leisure increases—even though the rate of increase is greater in some countries than in others. Art, music, drama, sport, adventure are central to leisure. Play and recreation cannot lightly be tossed aside by those who care what kind of world their children's children shall live in.

As we understand one another's play and recreation; as we share more fully knowledge of what we really want to do when we are under no compulsion; as we know how we are alike and how we are different in our deepest desires, what we really are when we are ourselves, —then we shall be better able to live together in a world that each year is made smaller by radio and airships. Progress lies not in making each nation's play alike, but in giving opportunity for all individuals, groups and nations from out of all the infinite possibilities of growth and development to become what will give the most permanent and enduring satisfaction.

The play tradition of the United States owes much to Germany, to England, and to other countries—yet after all it is essentially American. In the field of play and recreation there must never be tariff walls.

HOWARD BRAUCHER.

"The pioneering spirit is leading us in the recreation movement to the discovery of a vast continent of human values hitherto unsuspected, richer treasures, richer in real values than all the geographical continents of the world put together."

L. P. Jacks, LL.D.

The World at Play

Courtesy of "Leisure and Education in Germany"

"German youth, as perhaps the youth of no other people, longs to wander through its native land. The wanderings of young apprentices in the golden age of guild handicraft, the journeys of the Turnvater Jahn and his students, the travels of the youth of today differentiate themselves only in form, not at all in spirit. The essence of all wandering pilgrimages of German youth has remained the same: the urge to grasp the spaces that lie far and near, to get the feel of the landscape, of Nature, of the folk in their manifold forms of life."—Hermann Maass in "Leisure and Education in Germany."

The Youth Movement in Germany

By Ben Solomon
Editor, *Camp Life*

A study of one of today's most significant movements.

The author wishes to acknowledge the valued help given by Dr. Clara Maria Liepmann, one-time research assistant in the Prussian Bureau of Prison Administration. Grateful acknowledgment must also be made to Dr. Werner Gentz, Councillor of the Prussian Ministry of Justice, and to the following officials: to Drs. Weber and Zimmering of the Ministry of Welfare; to Drs. Cartes and Fischer of the German Archive for Youth Welfare; to Dr. Hildegard Boehme of the German Red Cross; to Dr. Kurt Lowenstein, Municipal Councillor for Berlin; to Herr Quadt, Socialist Party Camp Chief; to Dr. Heinze of the Wandervogel Groups and to Herr Kentkens of the Council of Youths Association. Without their interested assistance the material for this study could not have been assembled.

THE term "Youth Movement" is quite an indefinite, quite a complex thing. German writers like to call it "a philosophy of natural life." It is not a creature of the German state, and yet through an act of the Reichstag it was officially (albeit accidently) recognized. The government, through various state and national bureaus combines, in devious ways, with purely private groups, with church groups, with political parties and with unaffiliated individuals, in a concerted effort to promote this "movement" towards a set of indefinite and very often conflicting goals. Like so many things in post-war Germany the thing that stands out most clearly about this movement is fog. Much of what has been written about it by German authorities is inaccurate. The new after-war Republic, battling with the cross currents of over twenty political parties, not to mention other national difficulties, has not taken time, has not had time, adequately to evaluate this movement, to clarify aims, to consolidate procedure.

There are many ways of looking at the movement, and one finds pretty much what one wants to find. There

No matter how heavily laden the Wanderer's bicycle, musical instruments are always carried along.

Invariably the hiking groups met are school classes out with teachers. Older Wanderers travel by bicycle.

are organizations and more organizations. Naturally this new, huge movement has developed a nomenclature with a complexity of technical names and terms, all with fine shades of meaning, all contributing toward the one general all-inclusive term "Youth Movement." Additional difficulties are met in the prolific literature on the subject, a literature which befogs conditions rather than clarifies them. Youth publications alone reach the tremendous yearly circulation of over three million copies.

It seems almost necessary in approaching the subject to discard at the beginning all notions and impressions one might have at the present time because the Youth Movement today is quite different from what it was five years ago and decidedly different, in vital respects, from what it was in its inception. Present German writers are prone to look at the movement idealistically, to give it background and a foundation which probably never was in the minds of its creators.

To an American who knows nothing or very little about the whole idea it is confusing to find so many strange and conflicting stories, each written from a partisan viewpoint and many of which, upon investigation, are found to be quite misleading, although not intentionally so. There are over one hundred organizations of various kinds that make up some part of the whole movement. They issue newspapers, magazines and bulletins, and they all have members, leaders and others who are prolific writers about the movement—that is, their special conception or part of it. Small wonder that there is so much disparity between the writings and the whole fact!

The aims of the one hundred organizations very often differ. In some cases they are diametrically opposed to each other and yet, withal, there are basic things in common, some principles that really are an outgrowth of the original Youth Movement started long before the war.

Since my return from Germany, I have found it most interesting to look through my files, articles, papers, books, pamphlets and discussions about the movement—data I had collected in the past five years. Only now, after this little study on the ground, in the Herbergen, with the German boys and girls on the trail, do I begin to see clearly. I find that one reason for this lack of clarity is the fact that so many German writers and lecturers who would interpret the movement to Americans, speak of it *as it was* and as they would like it to be, not as it is today, in 1931. For the movement has undergone radical changes recently; it is not following the paths the youthful founders visioned. And here lies a tremendous difference.

One American magazine article before me would have you believe that the Wandervogel of Germany constitute the bulk and bulwark of the whole Youth Movement. That might have been true before the war but today nothing could be further from the truth. The Wandervogel of 1931 and other similar freedom-loving groups of youth are practically on the present fringe of the movement, and in the aggregate constitute a very small number, (less than twenty-five thousand), in an organized movement of over four million enrolled members. In fact, everything you read about the German Youth Movement leads you to believe that it is a hiking-camping wave of youth. Millions of hikers are pictured with packs on their backs, roaming the hills, valleys and mountains of Germany, camping out along the way, their

tents dotting the sylvan glades of the Black Forest, the Thuringer Wald, the Bavarian Tyrol, the Harz Mountains and the Spessart. Groups of singing, youthful hikers are shown in pictures wandering on foot all over Germany, living outdoors, hiking, climbing, and hiking some more—to all the woodland beauty spots, to all the great outdoors. What an inspiring conception! What a portent of the new Germany, the Germany of Tomorrow! If only it were true! I say again, it may have been a true picture some time ago—but I seriously doubt the accuracy of the painting today. Newer, adult hands have applied other colors to the original.

German youth, of both sexes, 75 per cent of them (estimates vary from 60 per cent to 80 per cent) do most of their wandering on bicycles and do a relatively small amount of hiking. In fact, the other 25 per cent is made up of the school children hiking in groups with their teachers, and I feel sure that as soon as they can afford bicycles they, too, will take to wheels. More mist is generated when we read that this Youth Movement is youth-made, created by youngsters, led and conducted by them. Here again that may have been true many years ago, before the war, but it is certainly not true today. And so go many, many other of my preliminary impressions—my conception before I actually hiked and played and slept and sang with them, from Berlin to Freiberg.

The aims of the original movement have been changed materially by adult organizations. They have added, subverted and diverted the inner urge of German youth, as outlined in the Meissner creed, and today have steered them into channels against which the founders originally rebelled.

This point then is clear: the movement today is not at all what it was in its inception; it is not traveling the paths its founders sought; it is not living up to its original written creed, to its Declaration of Independence which is supposed to epitomize the intent, the wish and the goal of German youth. Another point that we must remember is the fact that, like many other movements, it has passed through various phases—(1) before the war; (2) during the war; (3) before the German Child Welfare Act, and (4) after it. Each phase has left its stamp on the movement and has changed it materially. That is why the Youth Movement today bears small and distant resemblance to the ideals of its youthful founders—to its original phase.

But be that as it may, there *is* a movement going on in Germany, an inspiring, aggressive, idealistic wave of youth which carries at its head a flaming torch of light—which bespeaks a better day, not only for Germany but for others who can catch its spark. It started as a revolt against a too-commercial civilization, as a revolt against the strict German disciplinarianism, as a revolt against adult leadership and adult ways—a movement that would once again interpret the values inherent in the great outdoors, in the sweetness of bird colors, of soft winds and valley breezes, blue skies and starry nights. Youth would go back to nature, to the great outdoors and away from war, away from tension and from high speed. It has been changed, converted and diverted, used and misused by adults in succeeding phases, but it is the opinion of high officials in the German ministries and of students of the movement that German youth will again revolt and try to get back to the original aims that gave the movement birth.

I came to the German Youth Movement to get closer to this freedom-loving, outdoors-loving, hiking-camping wave of youth, only to find that the largest controlling organizations were decidedly and overwhelmingly those of the church and of political parties. The Wandervogel of which we have heard so much, the Naturfreunde (nature friends)—and all similar groups of hiker-wanderers are crowded out to the numerical edge, and are hardly worth listing in the statistics of the movement they started. Their aims gave the movement birth. They fostered the present urge into the open. Their creed became a rallying cry for all German youth. Yet the shadow of political parties and church organizations obscures their vision, has captured almost the entire membership of over four million youth and dictate their respective adult programs.

THE HOHE MEISSNER CREED

The Free German Youth feel the call to direct their own lives, setting their own goals and taking them upon their own responsibility in inner truthfulness toward themselves. Under all circumstances they will stand together for this inner freedom. Free German Youth Conferences will be held to promote mutual understanding.

All gatherings of the Free German Youth will be free from alcohol and nicotine.

History of the Movement

Let us go back to the beginning. When in 1900, Walter Carl Fischer, a twenty year old law student of Steglitz, led his group of student friends on week-end trips to the various beauty spots, the highest hills

adjacent to his home city, he little dreamt how far his work would spread. These friendly few wandered free as the birds themselves, away from the grinding, screeching wheels of the machine-driven city, away from conventionality and the formal restraint against which Youth so often rebels. Weekly their wandering feet turned toward the quiet country, to the great outdoors, to the meandering rivers and the songs of birds. Theirs was a new-old attempt to get closer to the all-mother Nature. These Wandervogel (wandering birds) all under twenty-one, were happy in their new found freedom and enjoyed the peace that only the woods can give.

The little group grew to larger numbers and later to additional groups; even to other towns and distant places the Wandervogel idea spread. The idea captured the hearts and imagination of revolting youth, and other groups under other names and other leaders caught the spark. The Friends of Nature, another important group, began to spread the gospel—their basic aims the same—to assert their independence from strict formal adult control and to learn to know the joys of nature. With each succeeding year new groups, new branches, greater numbers of students were drawn to the banner of a free youth. They organized themselves, they picked their own leaders from among themselves, and of course, they made their own programs. It was distinctly anti-adult in its conception. There remained small place, if any, for elders within their plans.

For thirteen years, until the centennial anniversary of the Battle of Leipzig (1913), this outdoor youth-made movement grew and spread to all parts of Germany. The celebration brought together thousands of people from distant places and also hundreds of youthful wanderers. These youthful groups, who previously did not know each other, bespoke their common aims, and joint meetings resulted. Bavarian joined with Wurtenberger and Saxon with Prussian. They pledged anew their independence—that youth would be free and live its own life, its own way. Breaking off from the main body of celebrants, more than five hundred of them decided to hike to the highest peak, to Hohe-Meissner, near Frankfurt in Hessen-Nassau, 30 kilometers away. Here would they pledge their creed for all Germany to see, for all youth to follow. And so atop this hill the youthful band took oath to live without liquor or tobacco, to shape their own lives and set their own goals; to be truthful to themselves and their own destinies, and lastly, to spread the word from the Rhine to the Baltic—yea, and beyond.

The echo of their exulting songs that rolled from off this hill had not traveled far before it was drowned in an ominous roar from the battlefields. The youthful band and their followers, every one of them and many more, from sixteen to twenty-one, donned uniforms and were lost in the great war.

Into the black of the next five years was plunged the Meissner Creed, the "wave of free youth," now not even a phrase, and all over the Reich the youth-cry was stilled. Years went by, and times came in the dugouts when the weary hours and days must somehow be bridged, and thoughts turned back to pre-war things. Some there were who spoke of Meissner and the Creed—and born anew was the old love, the spirit of the outdoors. Trench groups were formed, this time, military Wandervogel groups, officer Naturfreunde groups and others. And new aims, new thoughts, new goals were added. There was to be no more war —no more military—no hate—only love—when the war should be over.

And through the terror and the blood-wet days of the war, ways and means of carrying on some part or other of the old program were found. In some cases, "Wanderers" bulletins were printed and eagerly read by every soldier-member. For every new aim that was added during these days, it seemed that another group sprang into being, each with its own special membership requirements. Some groups were open only to officers, others to enlisted men, while still others admitted only old-time, pre-war Wandervogel.

Politics Enters the Movement

In 1919, the war over, a period of great difficulty in the Fatherland set in. The old youth urge for peace, greatly intensified, for the quiet streams and the simple pleasures of nature, rapidly manifested itself, but this time the wandering groups spoke of new and strange things. Pacificism and political subjects were discussed, and political parties and candidates occupied youths' attention. Many there were in the groups who were now older, over twenty-one, even up to twenty-five and thirty years of age. Some of them had been Wanderers in the old days and they took the lead. With the changed aims and changed discussions one could see the rapid formation of a totally different type of Wander groups. Political groups, seeking power, groups that concerned themselves primarily with the solution of social and economic problems came into being. A

conglomerate variety of groups, each promoting its own new aims, its own ideas, rapidly spread over republican Germany.

Soon the need for better national organization —always an attractive word to the German—made itself felt. German boy and girl wanderers, slightly older than the pre-war type, were already visiting distant cities and distant states. The Bavarian who in the beginning blamed the Prussian for the war, after visiting Prussian cities and Prussian beauty spots, began to like him better. So with the natives of all the other states. The Saxon wandered through the intriguing mountain villages of the Black Forest, smiled at the quaint costumes and customs of the natives, became better acquainted with their folkways and music, and invited his forest hosts to visit him in Saxony. The Rhinelander climbed the hills of Thuringer Wald and the Bavarian taught his joyous dances to the city boy from Berlin.

This distant inter-city, inter-state wandering ushered in the era of the bicycle. The greater distances traversed required a more rapid means of covering the ground and since the war the bicycle has come to be used in most of the wandering over the Fatherland. The "hikers" ride from city to city, from village to village and into the mountain districts; they coast downhill, and "walk" the bicycles up. The railroads make special fares and take special care of the Wanderer's bicycle when he travels on the trains. Everybody that can afford one rides a bicycle and in the main only the groups of school children with their teachers can be seen wandering afoot.

200,000 children from 8 to 15 years of age belong to the Red Falcons, whose camps are operated as Children's Republics.

The Child Welfare Act

The members of the various wandering groups —now grown to impressive national size—many of them voters in the new Republic, made themselves felt in the councils of politics, in the political clubs and even within the Reichstag. Witness the fact that on July 9, 1922, when the new German Jugenfluge Act was framed (Child Welfare Law) it included in its phraseology the words "care of Youth Movement also." It was just as though a similar act were enacted in our Congress to promote Child Welfare or a Children's Bureau and included in its phraseology the indefinite expression "and care also for the Hikers and their Hiking Clubs." Just that phrase, "care of the Youth Movement" and nothing more in the creation of the child-care offices and today we find national and state governmental bureaus financing and promoting, in various ways, the whole conglomerate movement.

But the Jugenfluge Act did something else, of more importance. It lent powerful stimulus to the promotion of national wandering organizations. In fact, it proclaimed to all Germany that these hiking clubs were here to stay, that the government recognized them as a factor in the promotion of good citizenship and intended to help organize them, to help finance them to help their general growth.

And growth there was—unprecedented, un-

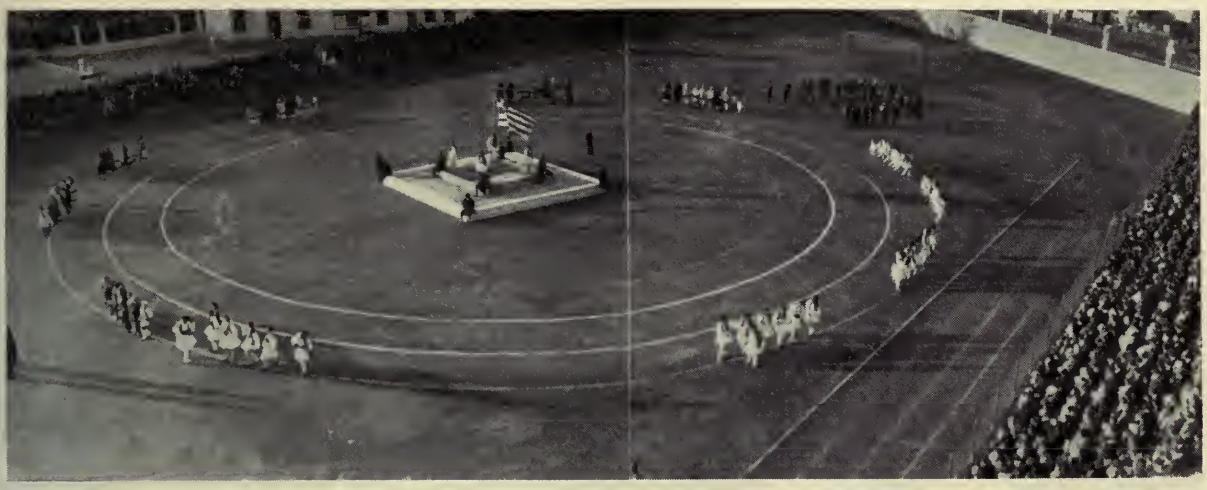
parallelled in all history. Within nine years, 1922-1931, these groups of wandering youth have become national organizations already numbering over four million enrolled members between the ages of fifteen and twenty-five, *one-third of the entire youth population in that age group.* Regardless of aims, creeds or political genesis, all such organizations partake of some measure of help from national and state governmental agencies. Under the Federal Ministry of the Interior we find the German Archives for Juvenile Care (Deutsches Archiv für Jugendwohlfahrt), a government bureau with offices in Berlin and which functions as a research, study and information headquarters for the whole field of juvenile care. Part of its job is to lend books, magazines and pamphlets and to maintain library and reading rooms available at all times. It is made up of three official members of the ministry and nine members representing private youth organizations, the expenses of maintaining these offices being borne by the Federal Government. Another bureau, the Federal Council for German Youth Agencies (Reichsausschuss Der Deutschen Jugendverbände) gathers and disseminates information about youths' shelters (Jugenherbergen). Belonging to this council are one hundred and three national organizations, classified groupings which are given later.

In the large state of Prussia, under the Minister of Welfare of the Department of the Interior, a Youth-Care Bureau gives advisory and partial financial support to the whole movement in that state. The bureau assists local communities in building shelters and sometimes contributes varying amounts of money for these purposes. In other states we find similar bureaus, all doing promotional work, advisory, statistical and financial. These government offices not only cooperate with each other but also work closely with private and semi-private organizations that care for youth.

In spite of the tremendous growth of this wonderful movement, government officials charged with this work are conscious of many weaknesses in the whole general scheme. They are quite aware of the criticisms, just and unjust, leveled at different phases of the Youth Movement, and are working toward and hoping for that day when the most important drawbacks will be obliterated or, at least, made harmless. The most serious fault, if fault it be (and that depends entirely upon the personal viewpoint), lies in the very definite political pressure that party politics exercise upon growing children. The domination for good or evil of partisan politics is, nevertheless, very real, and the value to growth, especially for adolescent youth, is a debatable one. Some there are who decry the control of the church organizations, for they would have it a purely recreational health-building movement. Of course, parents of the pre-war era frown severely upon the "arrogance" of youth; the new-found independence of these boys and girls does not yet "set" well with them. They dislike the wholesale mutiny against parental-adult authority. Some there are who say that wandering affects the serious study and work in which young men and women should be engaged, and as for morals and social behavior, they will tell you that German youth is just rapidly losing all hold on decency. As for my own observations on this point, I found nothing worth criticizing. From some quarters vehement protests are heard decrying the leadership of untrained youth and bemoaning the disrespect for old traditions that generally accompanies such leadership.

And so it goes. We recognize that some of this reasoning is not exclusively German, nor particularly an outgrowth of the Youth Movement. From my own impartial point of view I came away with an intense admiration for the behavior of the wanderers and for the whole general plan. But it is interesting to observe that gradually the leadership has been taken out of the hands of youth and today most of the organizations are adult-made and conducted by adults in the good old-fashioned and very regular way. Look over the list of church and political organizations; compare their aims and their numbers with the bona fide youth groups and you can readily understand the important change in leadership that has been effected. As the adult control grows, increasing numbers of boys and girls break off from the main organizations and form new "neutral," "freedom-loving," "independent" groups. The new revolt of youth against the present Youth Movement and about which we already hear much is under way. "Neutral" groups are growing and the more progressive educators are happy about it.

(*To be continued*)



Celebrating the 100th year of Greek independence at the Y. M. C. A. playground, Saloniki.

Ten Years' Growth of the Play Idea in Europe

By Charlotte F. Kett
The League of Paris Red Cross Societies

"DO you ever play ball?" Mme. Houdré asked some girls of twelve.

"No; it would break the windows and soil the walls."

"You play hop-scotch, perhaps?"

"No; that spoils the asphalt."

"But you skip, surely?"

"No, that muddies our aprons in wet weather, and when it's fine there is too much dust."

This conversation, reported at the International Child Welfare Congress in Geneva in 1925, represents very fairly the low ebb of the play idea in many European countries, ten years ago.

Times change, and with them ideas; and the idea of play is no exception to the rule.

But is it possible to consider Europe as a whole? If we divide it roughly into the Germanic, the Latin and the Slav countries we get an idea of the cultural chasms existing between the traditions of the various peoples, but we still omit great geographical "chunks" and give a picture falsely simplified. France and Italy, for instance, fall into the Latin classification, but it would be a mistake to assume on that account that a child's education in the two countries would be similar, or that the idea of play would advance with equal speed in both.

Aid for the promotion of playgrounds was available from the National Children's Fund of the American Junior Red Cross in all three countries in the early post-war period. In France and Italy it fell, on comparatively barren soil, but in Belgium it has borne fruit an hundred-fold so that in the past year, we have read appeals in the press, by French visitors returned from Belgium, for France to make as generous provision for her children's play, as does her neighbor to the north. And so it is coming about that playgrounds are spreading by contagion where they failed to "take" with the first inoculation. New inoculations are being given from time to time by private benefactors, and thanks to this stimulus, playgrounds in the crowded quarters of Paris are opening one by one. An unusual feature of their management is that a trained nurse is considered the ideal person to be in charge.

Workers From America Help

Between 1921 and 1925 three American playground workers, Ruth Findlay, William A. Wie-

land and Dorothy Marsh, working first under the auspices of the American Junior Red Cross and later under those of the League of Red Cross Societies spread the gospel of outdoor play by practical demonstration and by conducting training-courses for playground directors in various European centres.

The Findlay-Wieland Playground Manual, published in French in 1922, was the bible of the movement for many years. leading eventually to the publication (in 1929) by the Belgian Red Cross of their excellent "Manuel relatif à l'Organisation des Jeux de Plein Air," while Miss Marsh's work in Hungary encouraged the publication in 1925 of their Manual on the Organization of Games and Playgrounds, "Napnyugati Jatékok."

Such model playgrounds as this at Warsaw, Poland, are helping to promote recreation in foreign countries.

Playgrounds were developed at an early date in Brussels, Liège, Jodoigne, Jumet, Charleroi, La Louvière, Dison, Tournai, and Seraing in Belgium, and the training courses for playground directors, or "monitors" as they are usually called in Europe, leading to a diploma, have been continued by the Belgian Red Cross in Brussels, La Louvière and Charleroi. In Belgium the installation, equipment and support of playground is becoming more and more a function of the public authorities, the Red Cross co-operating in the venture it initiated by training the workers, and creating a public opinion favorable to its development.

The summer courses for monitors given in Budapest in 1924 and 1925 by Miss Marsh reached some sixty teachers of physical education from different parts of Hungary, many of whom were Catholic sisters. Here Junior Red Cross groups develop more or less modest playgrounds, usually in connection with their schools, at the rate of about thirty a year.

The Hungarian Red Cross, inspired by the example of Belgium, has conducted an interesting summertime demonstration in play-leadership in Budapest by roping off certain play areas in the city and organizing games among the children who were found in the neighborhood. It was felt that the social and moral effect of this effort was of the utmost value.

Mr. Wieland worked also in Italy, where a well-equipped playground was installed in Rome; in Austria, where Dr. Gaulhofer stands out as the able advocate of out-door play and physical training; and in Yugoslavia where 376 playgrounds are now in operation as an outcome of the impulsion given to the movement by his work. Many of these represent a joint effort on the part of the Junior Red Cross, the Sokol Society and the Parent Teachers' Association. Some have received assistance from the American Juniors.

The Movement Spreads

In Poland, the American Junior Red Cross has helped to install playgrounds in both Wilna and Warsaw, while Polish Juniors themselves have arranged for play centres in Lwow, Kielce, Lublin, Bialystock, Posen, Lodz, and other towns.

In 1927, the Czechoslovak Red Cross began to lay out a model playground for the use of the children of the seventh and eighth districts which, when completed, is to contain a rolled sandy area for games, a place for skipping and jumping, a tennis court, a grassy playground for little children with slopes for rolling, benches and trees, courts for volley-ball, basket-ball and baseball and a section devoted to "little gardens." A water system with shower baths and a locker-hut with accommodations for the guardian are also envisaged. The plan, elaborated by the playground specialist connected with the Ministry of Health, Mr. A. Ocenásek, inspired the American Juniors to contribute $500 from their National Children's Fund toward its realization.

Latvia, on the Baltic Sea, is a country where the playground movement has begun almost by spontaneous combustion. The first Junior Red Cross playground was organized by the Municipal Girls' School of Cesis, in 1923, with aid from the Junior Red Cross Headquarters at Riga, amounting to 60 lats ($12.00). In the same year eight other circles managed to do as well, and since that time the idea has shown steady growth. Here in the north an interesting variation is the organization of skating-rinks in winter.

It would be a mistake to picture all these playgrounds as either large, well equipped or perfectly organized. Many of them lack competent leadership, many have been arranged in the simplest possible way by the children's own initiative. But they exist; the idea has been planted, and for the most part it shows sound growth.

Some of the playgrounds, we must regretfully admit, are locked up much of the time and only used by schools, according to a certain schedule, often for gymnastic exercises of the duller sort. The view that the body can be as harmoniously and well developed by a balanced program of free and joyous play as by some other militarized form of drill is one which develops slowly, but it is gaining ground. It was firmly put forward at the Second International Conference of Open Air Schools held in Brussels in April, 1931, where in addition two resolutions were passed in favor of the play idea: Resolution 6 advocates the advisability of both a garden and a playground "as spacious as possible" in connection with every city school. Resolution 7 desires to encourage city governments to create, in thickly settled districts, public squares and play spaces reserved for children and managed for their benefit.

Notice in the sixth resolution that significant word "garden." What European would be content to disfigure nature in order to arrange it for games? Beauty for him comes first, for instinctively he recognizes that there is a hygiene of the spirit which is as important, or perhaps more important, than the hygiene of the body. I think, as I write, of a play-space in the new world in a region where all the fruits and flowers of earth will grow,—which is nevertheless a mere sun-baked, surfaced area with apparatus where the child, if he can endure such ugliness, may develop as sound a body as one may want, at the loss of who knows how much in aesthetic appreciation!

Europe may care too much about not breaking the windows, not spoiling the asphalt, not dirtying the apron, but it is equally concerned—in most quarters—with not breaking the trees, not spoiling the view, not littering the grass. As the idea of joyous, health-giving play advances, may it do so without sacrificing that love of beauty which has helped to make of Europe the playground of the world!

"It is evident that the modern age is riding on a tornado of rapidity, jealously competing with its own past every moment in feed and production. We cannot stop its course, and should not, even if we could. Our only anxiety with regard to it is that we may forget that slow and mature productions of leisure are of immense value to man, for these only can give balance to a bloated accumulation and rhythm to the life that ever misses its happenings by missing the cadence of chastity in its enjoyment."—*Sir Rabindranath Tagore.*

"Compressed and crowded time has its use when dealing with material things, but living truths must have for their significance a full accommodation of leisure."

"What gives us cause for anxiety is the fact that the spirit of progress occupies a great deal more of our mind today than the deeper life process of our being, which requires depth of leisure for its sustenance."—*Sir Rabindranath Tagore.*

Leisure Time Activities in Great Britain

Great Britain is making rapid strides in the acquisition of playing fields and play spaces.

"THERE can be no doubt," writes Sir Lawrence Chubb, General Secretary of the National Playing Fields Association, "that in England the recreation movement is developing by leaps and bounds. This has been largely the result of the propaganda of the National Playing Fields Association. Last year we had a poster display throughout the country, and this propaganda must have had considerable effect in drawing the attention of the man in the street to the existence of a serious problem and the efforts that are being made to solve it."

Acquiring Land for Playing Fields

Since the organization of the National Playing Fields Association over four years ago, nearly 600 playing fields and recreation grounds have been provided. During the fiscal year ending April 30, 1930, the national association became trustee for 18 playing fields. In most cases, however, the title to the playing fields is conveyed to the local authorities or in some cases to the local Playing Fields Association as trustee. The national association from funds raised or contributed by the Carnegie Trust Fund grants funds and assists in the local acquisition of playing fields. Up to April 30, 1930, the national association had made grants to help acquire 323 playing fields, allotting nearly £83,000 from the Carnegie Trust Fund and over £24,000 from money contributed to the national fund.

Over 5,000 acres are included in the playing field areas which have been secured in this way. The Carnegie trustees have set aside a total of £200,000; the national fund has raised in addition £164,734, most of which, however, is designated by the donors for use in connection with special local plans. The total capital outlay involved in areas already acquired is over £2,000,000.

Practically every county in England has a local Playing Fields Association. Many of the cities in Scotland and Wales have also made a good start. There are now 46 affiliated branches.

One development in the work of the association has been the provision of services to local communities in the preparation and layout of grounds and in giving helpful advice and suggestions based on the experience of the national association which has begun publication of a magazine entitled *The Journal of the National Playing Fields Association.*

The association believes that its work has contributed to the recent action of the Board of Education, as a result of which for a period of three years ending the first of September, 1932, the National Board of Education is prepared to make grants to local educational authorities of 50 per cent of the approved expenditures in respect to new buildings and recreation grounds.

"The importance of this concession cannot be exaggerated. It is an inducement to educational authorities to obtain exceptional assistance without unduly adding to the burden of local rates, and evidence is accumulating to show that much use is likely to be made of the opportunity of securing half the cost of playing fields in respect to schools which at present possess nothing but wholly inadequate hard playgrounds adjacent to the school premises—grounds far too small for organized games."

One problem which the association and its local branches is facing, as well as hundreds of private

There are also many cultural opportunities made possible through travel and holiday associations and institutes.

cricket, football, lawn tennis, bowling and other sports clubs, is the local taxation problem. In hundreds of cases, apparently, local assessment committees have been raising the assessment on recreation grounds occupied by these amateur clubs which in the aggregate maintain near towns a larger area than is provided for recreation by the local authorities. These clubs are not, of course, carried on for the purpose of making a profit.

For Those Who Like to Travel

The National Playing Fields Association is an outstanding organization playing an important part in the development of recreation in Great Britain. There are, however, other organizations which are making important contributions in the leisure time field. Among these are the associations organized on a limited dividend basis which provide traveling service of various kinds. There is, for example, the Workers' Travel Association, Ltd., which arranges for working people and for representatives of all trades and professions to travel cheaply, safely and comfortably. The association has almost nine years of successful experience behind it and a rapid growth in the extent of its service. In 1929 it booked over 22,000 people for travel in Great Britain and on the continent. It maintains independent or affiliated centers in various cities in Great Britain and the European countries, and not only arranges for independent trips but conducts special tours, week-end parties, Christmas and holiday parties, involving travel to Switzerland, Paris, Germany or elsewhere on the continent or to holiday centers at home. Efforts are made to bring traveling members in touch with the progressive and cultural influences in the places visited abroad. Hostesses and leaders are provided. Lectures and social opportunities are arranged.

There is also the Holiday Fellowship, Ltd., which has been in existence since 1914 and which in 1929 provided for 28,000 weeks of organized holiday travel. Holiday trips to various interesting sections of Great Britain and also to continental resorts are organized. Guest houses are maintained in a large number of places with local hosts and hostesses and advisory committees. The Fellowship also maintains some camps for young people and has been a factor in organizing and developing the Youth Hostels Movement which is seeking to establish inexpensive overnight resorts such as the Jugendherbergen Movement has established in Germany for those traveling afoot or on bicycles. They have already secured a number of resorts where overnight accommodations may be had for from sixpence to a shilling.

Low rates are secured in connection with transportation and the facilities of the guest houses, making it possible for members of the association and guests to secure a great deal in the way of travel and entertainment for comparatively little money. It is possible for members of the Fellowship to take a four weeks' trip into Russia, all expenses included, for about £31 and a two weeks' trip to the Pyrenees for £15 and 10 shillings. Weekly costs for various resorts in Great Britain run from 40 to 50 shillings.

The Cooperative Holidays Association, founded in 1893, incorporated in 1910, is just what its name indicates. Neither a philanthropical nor a profit making association, it establishes, erects or leases guest houses in various resort sections both in Great Britain and on the continent, provides hosts and hostesses, experienced leaders and lecturers for various trips and thus tries to make holidays for its members genuinely interesting cooperative occasions.

Over 25,000 "person weeks" at holiday centers were arranged for by the association last year. Collections taken up by the association at its regular Sunday evening meetings are used for furnishing to other working men and women who have no resources for themselves, occasional weeks of rest and freedom from care in certain of the guest houses which at add times are thus made available to such people.

A notable leisure time service is to be found in the work of the National Federation of Women's Institutes which is reaching out into rural districts and in many instances is transforming village life, Dr. L. P. Jacks has said.

For the Rural Dwellers of Great Britain

A notable leisure time service is to be found in the work of the National Federation of Women's Institutes which is reaching out into

rural districts and in many instances transforming village life, according to Dr. L. P. Jacks. A recent report indicates a total of over 4,500 Women's Institutes organized in England. There are in England a total of 12,256 parishes, that is, local governmental jurisdictions. Thus there is an Institute on the average for every three rural parishes. The total membership in the National Federation is over 270,000.

The Institutes are concerned with all kinds of interests of women, and many of the activities have to do with social and recreational interests. As one of the publications of Federation says, "There is no separation between educational and social activities in the Institute."

Institutes are counselled in planning their program "not to lose sight of the value of the social side which can give every member an opportunity to take part in the meeting, to make new friends and to feel that she is one of the community bound together for work and for play." Suggestions are made for music, both vocal and instrumental; for country dancing, Morris dancing, square dancing and dance competitions; for drama, reading, storytelling, pageants and tableaux; for many kinds of social games and activities; for exhibits and competitions in various rural activities; and for debating and radio programs. Competitions are urged to test skill or knowledge in peeling potatoes and apples, threading needles and sewing on a button in three minutes, naming the different breeds of poultry and other rural activities.

The Institutes have done a great deal with music, drama and handcraft. One interesting achievement of the National Federation is an arrangement with the "Performing Right Society" which controls the copyright of most modern music in England. By the terms of this agreement the National Federation pays an annual fee to the Performing Right Society and in return all public musical performances organized by the various individual Women's Institutes, either on their own behalf or jointly with another society, are covered and may be held without risk of infringement of copyright.

The National Federation has also arranged conferences of the judges who decide on the merit of the various drama presented by competing institutes in drama tournaments. Two original county ventures are thus described:

"The Epsom Group, Surrey, this year held a dramatic ballad competition in which six institutes took part. The institutes were allowed free choice of ballad and it was most interesting to note the very different way in which each competing institute presented its choice. Some had a 'chorus' or 'bard' who declaimed the whole ballad, while the company acted in mime. Others let the 'chorus' or 'bard' give the gist of the ballad but arranged for the characters to declaim their own speeches. Yet a third method was the singing of the ballad by the 'chorus' or a soloist, while the company either mimed or partially sang the solo parts.

"The presentation of all the ballads followed in general the lines indicated in Miss Lawton's book 'Ballads for Acting' (Sheldon Press, 2s. 6d.). The judge at this competition preferred the form of presentation in which the choirs remained impassive and took no apparent interest in the action.

"Another interesting experiment was the Shakespeare competition organized by the East Kent Federation. One play, 'Twelfth Night,' was chosen and the judge visited each competing institute to hear a reading of the whole play. The play was divided into six parts of three or four scenes each and after the preliminary readings the judge allotted one of the six portions to each institute, in order to make up two complete performances of the play, one to be given on each afternoon of the festival. Each company rehearsed the scenes set it, but did not rehearse the whole play. At the actual competition the whole play was performed, each competing institute acting its allotted scenes. In order to help the audience to recognize the ever-changing characters, each company was paraded before it took the stage and each character introduced by name.

"This exceedingly original method of presenting Shakespeare showed obvious advantages and disadvantages. It ensures the reading of the whole play by the actors. The actors see their own parts acted by others and learn in watching them. The allocation of the various scenes among the institutes is unquestionably fair, as it depends entirely on how the play is read. On the other hand, the final production must lack continuity and, from the point of view of the audience, not only do the personators of the different characters vary in each scene, but their clothes differ. Moreover, as there is no complete dress rehearsal, timing and production generally must be very difficult."

In the handcraft field, the following activities have been found most popular:—embroidery, gloves, leather, plain sewing and raffia work, with basketry, chair caning and knitting among the next most popular.

"Musical activities are also gaining ground. Interest is aroused by means of community singing in which every member is asked to take part. Choral singing follows as a natural outcome, and the remarkable growth of the competition festival movement in England is an indication of the real love of music which exists among English people. The federation has also been instrumental in reviving handicrafts among country people. This work has been recognized by state assistance and many traditional crafts which would otherwise have been lost have been preserved, and are a source of pleasure and profit to those who practice them."

"It has become increasingly apparent that in drama we have an instrument of that social cultivation which we call education. Drama is at once a most vivid and most subtle artistic medium, and is therefore a powerful instrument for the conveyance of ideas. In consequence, drama can be, under right conditions, a most potent instrument of moral, artistic and intellectual progress."—From report of Workers Educational Association Dramatic Societies.

The Workers' Educational Association

One of the powerful organizations for adult educational work in Great Britain is the Workers' Educational Association which during the fiscal year ending in May, 1929, affiliated over 2,000 different branches throughout the country with over 26,000 members and nearly 40,000 students.

Most of the subjects afforded by the educational program are the ordinary academic subjects with literature and drama, economies, social and industrial history and general history, comprising the largest attendances. Vigorous movement within the association has developed the Workers' Educational Association Dramatic Societies. "The extent and the quality of dramatic activities among W. E. A. branches and groups is still far from fully appreciated. . . . Play-acting ventures are no longer a tentative experiment undertaken by a Dramatic Literature class at the end of the session; they have become the productions of well-organized and well-directed companies of players drawn from the full strength of the branch. And in this way they have helped to break down those barriers between students of the arts and of the social sciences which have sometimes been too apparent in W. E. A. work." Birmingham, for instance, has fourteen local W. E. A. acting groups. There are many more in London.

Most of these groups are affiliated with the British Drama League and in 1929 it was a W. E. A. Dramatic Society which won the final of the British Drama League's N. E. Area Competition and appeared on a London stage in the All-England final. "This honor fell to the Birdwell (Yorkshire) players whose production of a local dialect piece, written by a local miner, is significant to those who believe that a renaissance of folk-drama is the only way of rejuvenating the anaemic English drama of today." . . .

For the Children of London

In 1905 Mrs. Humphrey Ward was instrumental in organizing the Children's Play Centers Committee in London. The work has grown until in 1930 there were 41 centers open in school buildings in the late afternoon and early evening all year round. They are supported in part by public funds from the London County Council and in part by private contributions. In 1930 the total expenditures were over £16,000, £7,500 of which were contributed by the London County Council.

A Sport Loving Nation

Sport is an accepted part of the Englishman's fundamental education. His sport is a part of his business of living, rather than the spontaneous expression of free activity, and it is evident to the observer, that while the cricket matches, the football games, the hockey matches and the other games attended are thoroughly enjoyed, they are taken seriously, with reserve and they lack that spontaneity and enthusiasm so characteristic of American games. But because it *is* the business of the Englishman to know his sports and to make them a part of his living, there are to be found everywhere facilities for sports. Even in the communities affected so greatly by the pressure of coal and cotton strikes the workers carry on with their Saturday matches. The Council schools have a half day a week for sports, and the public and private schools include sports as a regular part of the curriculum, in some instances to the exclusion of the more generally accepted studies.

Groups in country communities as well as the groups on the playing fields, enjoy folk dances, and to this day traditional dances are still to be seen on certain festival days in the villages in the north. The English Folk Dance Society has done much to foster the preservation of the old dances.

Recreational Developments in Turkey

By Barent Burhans

Field Day at Robert College is full of excitement for the boys.

As one of the recreational advisers provided by the American Friends of Turkey, Mr. Burhans is in a position to give first-hand information on recreational developments in Turkey.

"PLAYING games are idle activities to while away the time in which only children should indulge, and that not too often."

This was the old attitude of the Turks toward recreation—an attitude which for so many years made progress impossible and has necessitated a long demonstration period.

Previous to 1930 when the first official governmental step was taken in the direction of national recreation development, there had been attempts at developments, some of which had met with success. At Adana, for example, the American Mission Board has conducted for two years a playground in connection with the Mission station which is open to certain groups during specified hours. Some years ago a small playground was established at Istanbul. No provision was made for leadership or maintenance and the playground soon disappeared. A number of communities have realized the need for playgrounds and interest is developing rapidly.

In 1927 the Smyrna Welfare Council, with the help of the American Friends of Turkey, established a community sport field. Sport clubs and teams were organized. With the cooperation of the government a stadium was built on the sport field and even today it is the best stadium in Turkey. An American equipped playground was also opened in the city park, located in the very center of Smyrna. Here a complete program of activities was conducted with the help of American leadership, and the use of vacant lots for play purposes was also promoted. In 1929 the City of Smyrna assumed responsibility for the continued operation of this work and the American Friends of Turkey transferred their efforts to Angora, the national capital, where in cooperation with the government it began to construct in the summer of 1929 a playground designed to serve as a model for the Turkish nation. This playground, known as the Fuat Bey playground, was officially opened in April, 1930, under the auspices of the Himayei Etfal (National Child Welfare Association) and the American Friends of Turkey. The establishment of the program was under the management of a group of deputies of the National Assembly who were appointed by the Prime Minister. This ground is the first of four model playgrounds to be built as demonstration centers.

Such a demonstration is necessary because the people of Turkey have not had opportunity in the past to become acquainted with the value of play as we understand it. As a means of education and character development play had never entered the minds of the people of the country, or if it had, it was suppressed as something outside of the established order. With the establish-

ment of the new Turkish Republic, however, the people have been given an opportunity to express what they feel, and during the past few years it has been possible to see the beginning of an ideal for the youth of the nation in which recreation will play a large part.

How the Present Movement Started

When the Turks drove the Greeks out of Smyrna, an American, Asa K. Jennings, rescued 300,000 Greeks from the burning city. He had a real interest in the people and seeing the need for a welfare program in Smyrna, with the support of some friends in America he helped establish the Smyrna Welfare Council which stimulated the recreation program of that city. While there his work attracted the attention of the national authorities, and he was soon asked to come to the capital to inaugurate a national piece of work similar to that started in Smyrna.

Armenian, German, Turkish, Bulgarian and Russian girls at Constantinople Woman's College.

The leaders of Turkey have an excellent idea of what is needed for the youth of the nation, but they lack technical knowledge and for the most part, the necessary funds. The friends of Mr. Jennings in America undertook to supply the funds. For many years this group was known as the American Friends of Turkey, but it was not until 1930 that the group was incorporated and headquarters were established in New York.

For the past two years the American Friends of Turkey have cooperated with a Special Commission of the Himayei Etfal composed of ten men. Within a short time an incorporated Society for the Promotion of Welfare Work in Turkey has been organized which will act as a federation of all institutions doing welfare work. This society is under the leadership of the Prime Minister. The American Friends of Turkey are now cooperating with this group by furnishing two social and recreational advisers, and funds to the extent of one-half of the budgets called for in new projects of welfare work.

The First Model Playground

The Fuat Bey playground was constructed in the heart of Angora on a side hill of loose dirt directly behind the national headquarters of the Himayei Etfal. The hill was graded into three terraces and beautifully fenced. The terraces are covered with lawns and have trees and flower gardens along the tops. Benches and attractive signboards depicting mottoes for Turkish children are scattered about the grounds, which are divided into five sections three apparatus sections, one sport section, and a pool section with a swimming pool 49 by 26 feet attached to which is a wading pool 26 by 17 feet. The three apparatus sections are for kindergarten, intermediate, and senior children and each section contains the apparatus appropriate for that age group. All apparatus was donated by the Everwear Manufacturing Company of Springfield, Ohio, and is complete. In the sport section basketball, volley ball, and handball are provided for. A portion of the basement of the Himayei Etfal building has been fitted up for a dressing room, showers, and handcraft activities and rainy day programs.

The present staff, all of whom are natives, consists of a supervisor, two game teachers, a kindergarten teacher, apparatus attendants, caretakers, and a watchman. All of them work under the leadership of the technical advisers furnished by the American Friends of Turkey. As soon as the training of the native personnel is sufficiently advanced, the leadership of the advisers will be withdrawn.

Since the opening of the playground in April, 1930, over 3,000 children under sixteen years of age have participated regularly in its program, and the average daily attendance has been over 800. The playground is open every day in the year from 9:00 A. M. until dark. The programs are posted in advance on a weekly basis, and holidays and special days are taken into consideration. The winter's program has included kindergarten activities, apparatus play, organized games, free play, athletics, handcraft, stunts, group games, and quiet games.

The Ministry of Education has recently arranged that all new schools shall be provided with adjoining playground space. At present very few schools are equipped for recreation. Calisthenics are compulsory in all schools and are conducted according to the Swedish system which does not provide much recreation. The Fuat Bey playground has therefore arranged through the Ministry of Education for schools to use the playgrounds as a part of their curriculum. Eight groups from six schools are now on the playground for twenty-seven periods a week during school hours. One very progressive teacher conducts all of her physical geography classes in the sand boxes. All school groups on the playground are under the supervision of their own teachers and the playground staff assists the teachers during the recreational periods.

Activities

Soccer, volley ball, wrestling, and horseback games might well be called the Turkish national sports. Of these soccer is outstanding. Twenty-six years ago this game was introduced through a French college in Constantinople. After a short time it was banned by the Sultan and remained dormant until the time of the Revolution when it was revived with the aid of the British soldiers. Volley ball was introduced twelve years ago by a worker of the Y. M. C. A. at Constantinople, who promoted this game in schools and other institutions. Practically every school in Turkey has facilities for volley ball.

Wrestling is indigenous to Turkey and much that the rest of the world knows of this sport came from this country. Formerly every young man of Turkey knew something of the game called Cirit, which is a form of polo. It is not so popular at the present time, but for centuries horseback games had been of the greatest interest in this country partially because of the influence of the mounted armies stationed here.

Basketball, volley ball, baseball and vobakr have been the main sports on the Fuat Bey playground. Vobakr, a new sport developed by the American advisers, is a very active game for a small space embracing features of volley ball, basketball and cricket. While there is plenty of interest in the games, it has been very difficult to teach them because of a number of factors—the feeling of the big boys that they have right of way over the small boys; the class distinction, which still exists to some extent, and the prejudice against participation of girls in athletic events. There is, too, a dearth of knowledge of the rules of the games since practically none of the official rules are printed in the Turkish language, and a lack of understanding of the values of training and practice. Chiefly through imitation, but also by careful and sympathetic training the youth of Turkey is learning to "play the game," and the program of activities is ever widening.

Activities other than athletics are developing. In the handcraft classes the children are learning to make articles such as kites, hitherto thought of as available only through commercial sources. They are also learning the lesson of awaiting their turn on apparatus. Many are still somewhat at a loss during free play periods, but they are slowly developing initiative.

Other Recreational Developments

The second demonstration playground in Angora is a very small one at the National Baby Home. This is situated just outside of the city and houses one hundred babies until they are five or six years old. Here, soon after the Fuat Bey playground was opened, was installed such apparatus as was suitable for these younger children. The experiment has proved very satisfactory.

At the present time the third playground is in the process of construction. This will be known as the Hammam Onu playground. The Fuat Bey playground was an expensive undertaking and is only for children under sixteen years of age. The new playground is being installed as cheaply as possible without losing any of its effectiveness,

(*Continued on page* 464)

Turkey's old attitude toward recreation is rapidly being replaced by a spirit of openmindedness toward modern developments. From Angora as a demonstration center the play movement is radiating to all parts of the country. The work of the American Friends of Turkey in furnishing funds, leadership and demonstration centers is doing much to help in making recreation more widely known.

At the outdoor theater of the recreation center

Mexico City Attacks Its Leisure Time Problem

By Enrique C. Aguirre

IN years past travelers in Mexico have often observed the pathetic emptiness in the life of the average Mexican boy or girl belonging to the underprivileged classes. They have noted the pitifully small amount of activity in natural, free, spontaneous play which he has. The child, stifled and suppressed through centuries of heartless domination, has been characteristically a sad and rather listless creature. But the spark was still there; it was to be found in the glint of the bright, black eyes. Though timidly at first, the child responded readily to intelligent play leadership, and the Revolutionary Government, socially minded, in turn stimulated this response by providing a most comprehensive program of leisure time activities.

On January 1, 1929, the Department of the Federal District of Mexico was created providing for the fusion of the administrative and technical functions of the previous municipal administrations of the City of Mexico with fourteen other cities and towns in the Federal District and the so-called Government of the Federal District. The chief of the newly created Department of the Federal District became a Cabinet officer appointed by the President of the Republic, and the offices of the governor of the Federal District and the mayors of these various cities disappeared. The chief of the Department has power to appoint "delegates" of his Department as heads of the various municipal units which function in each town.

Mr. Aguirre, formerly Director of Recreation, Department of the Federal District of Mexico, tells of the reorganization plans which have made it possible for a remarkable recreation center to be erected in Mexico and for a large number of playgrounds to be established.

With this reorganization there came an opportunity for the President of the Republic, Licenciado Emilio Portes Gil, and the newly appointed chief of the Federal District, Dr. J. M. Puig Cassauranc, to launch

a most ambitious program of civic action, social welfare and recreation for the whole District. The high lights of this program may be divided into three major parts:

First, provision for civic action through a speakers' and lecturers' and publishing bureau, and the organization of pageants and fiestas recalling vividly the historic life of Mexico, personages of Mexico, and events of major importance through the centuries.

Second, the establishment of eight social centers for the masses of the various communities in which a social, educational and recreational program was developed every evening under competent leadership.

Third, the realization of a comprehensive recreational project for the children, young men and young women in the congested areas of population.

A Notable Recreation Center

Without adding anything to the weight of the overburdened taxpayer, an investment of nearly a million and a half pesos was made in 1929 for the construction of a large recreation center, forty acres in extent, only five minutes' ride from the very heart of the city, the Zocalo. This project called for the erection of the following units within the center:

A spacious gymnasium, forty metres in length and twenty metres in width, well equipped with a large spectators' gallery, with modern shower baths, steel lockers, and exercising rooms, and with a capacity of more than two hundred participants at any one time.

Two outdoor swimming pools, one for men and one for women, each one thirty-three and one-third metres in length and sixteen and a half metres in width, provided with grandstands, each seating approximately two hundred spectators.

Outdoor courts for tennis, basketball and volley ball.

A library with a capacity for 150,000 volumes.

A day nursery for infants and small children.

A baseball diamond with a grandstand seating 1,400, and a complete equipment of dressing rooms, showers, etc.

Five "fronton" courts for the "pelota" game.

An outdoor theatre with an enormous stage on which colorful pageants are being produced, and a seating capacity of 2,500.

A football field with a four hundred metre track and a two hundred metre straightaway, and grandstands seating 800, with their respective dressing rooms and shower facilities.

An extensive and well equipped children's playground.

A moving picture pavilion seating 1,400, which is often used as an indoor theatre.

The Department of Parks landscaped the grounds, planting trees, flowers, shrubs and lawns in a most attractive fashion. The Engineering

On Sunday afternoons crowds throng the recreation center. At that time moving pictures are shown in this building.

Bureau had charge of the construction program and provided a splendid lighting equipment in order that the center might be used in the evenings.

The budget was provided for out of the economies obtained through the administrative reorganization of the Federal District mentioned above.

Ground was broken on the 15th of March, 1929, and on the 20th day of November, the anniversary of the Revolution of 1910, the center was inaugurated. President Portes Gil, diplomatic corps and high government officials attended the celebrations. These lasted five days, the total attendance passing the 200,000 mark.

The center is functioning free of charge for the underprivileged classes of Mexico City, mostly day laborers, skilled and unskilled factory workers and students, under the leadership of a staff of sixty-five teachers and play leaders. The average daily attendance is about five thousand men, women and children, with the first group predominating. The activities in which they engage have had a most beneficent influence in the whole district in which the center is located.

In addition to the realization of this vast project, a three year plan was formulated for the establishing of thirty-six playgrounds in the most strategic locations in Mexico City and the Federal District. During the first year twelve of these were functioning under the leadership of eighteen trained teachers who developed a complete program of recreational and athletic activities for the boys and girls, such as dramatics, singing, weaving, music, dancing, athletic meets, contests, championships in basketball, volley ball, baseball, football, track and field, handball and similar sports. The attendance at each one of these playgrounds increased to such an extent that it was not unusual to see six or seven hundred children at one time in one of the playgrounds, especially on Sundays and holidays. The budget for the equipment of these grounds as well as for the personnel to direct them, was borne by the Department of the Federal District from funds representing economies in its administrative reorganization.

Mexico, the land which in the past has earned too well the reputation of instability, is today wide-awake to the social needs of the people and is investing large sums for the sake of improving its condition and stimulating the masses to a larger and fuller life through an intelligent use of their leisure time.

Physical Education and Recreation in Uruguay

PHYSICAL Education in Uruguay, according to a bulletin issued by the International American Institute for the Promotion of Children, is under the control of a national committee concerned with the preparation of annual athletic contests, the organization of physical education associations, the promotion of public playgrounds and baths and the popularization of health instruction by means of lectures, books and periodicals. There are local sub-committees in the departments which represent the national committee. The activities of the committee comprise the establishment of public playgrounds, instruction in physical education in primary and secondary schools and in prisons and reformatories, and the organization of sports.

There are 75 playgrounds in operation at the present time and 43 yet to be added. The program, which is very broad, comprises gymnastics, athletics, games, handcraft, nature study, gardening, storytelling, music, and dancing. Bathing facilities are free on Sundays and other feast days for workmen and employees. All the beaches in the city and others on the coast are provided with playgrounds and leaders to teach games and similar activities, particularly swimming. The total attendance at the public playgrounds in 1929 was estimated at almost 2,000,000.

The school program provides two hours a week for exercises and games in the school and three hours a week on the public playground. Great importance is attached to games. A wide program of activities will be developed when the school parks begin to operate. The school camps, which have been conducted for a number of years, the School Sporting League, the health clubs and the posture examinations are also included in the program of physical education.

Physical education is also organized in prisons and reformatories under the leadership of special teachers and with the program adapted to the age, sex and habits of their inmates. The penitentiary and the Boys' Educational Colony are provided with well equipped playgrounds.

These were once the only dances familiar to the native girls.

Recreation For the Black Folk of South Africa

By Ray E. Phillips

Perhaps you know South Africa. If you do not, you will learn many surprising facts from this story.

"WE certainly were surprised," said a recent visitor in Johannesburg, "to find how mistaken we were about South Africa. We expected to find plenty of wild animals and jungles. Instead, we find a country very much like parts of the United States. We certainly didn't expect to find great modern cities like Cape Town, Durban and Johannesburg."

Much could be written about American misconceptions of South Africa. Most of them are as mistaken as is the popular South African conception (gained from the movies) that all Americans are cowboys or Indians.

Nearly two million white people make South Africa their home, with about three times that number of black folks who form the bulk of the rural population. The discovery of gold and diamonds, however, with the resulting mushroom growth of large cities like Kimberley and Johannesburg, has meant a tremendous demand for cheap labor. This labor for the mining and industrial cities is drawn from the Native areas in the country.

Today 350,000 Bantu men are at work in the City of Johannesburg alone, 200,000 of them in the gold mines and living in the great enclosures or compounds. Their wives and children are left behind in the country. The remaining 150,000 are working in shops, factories and homes of the white folk. Of these latter, over half have made the city their permanent home and have brought their families with them to share this new civilization of the white man.

In a word, the rush of the white man to South Africa, the opening of mines, the building of cities, have had a terribly disrupting effect upon the whole life of the black man. His old tribal

Now the girls of Johannesburg are being taught folk dancing.

life is being quickly swept away as he is plunged into western ways of life. It is for the Native black man a time of great strain. He tries vainly to find his feet in a new order of things which is totally strange. He is blindly accepting what he sees of the white man's ways of living.

The demand is greater in South Africa than in most other lands for carefully adapted leisure time activities which shall teach these newcomers how to occupy themselves worthily when not at work. Employers are interested in the black man largely as a worker. What he or his family do with their leisure time has, until recently, bothered them not at all. But times are changing, and increasingly white South Africans are beginning to interest themselves in the problems of recreation for Bantu folk. Overseas missionaries have blazed the way here. They have pioneered in many fields of endeavor. And it is a tribute to missionary efficiency that today there are to be found so many recreational and social agencies at work among black folk.

In Johannesburg

For the 200,000 gold miners in the Johannesburg area, weekly moving picture shows are being given in each great compound. Films are carefully chosen and censored by a missionary worker who employs the operators and supervises the fifteen circuits. The cost, almost $27,000 yearly, is borne by the mine owners. An experiment is now being undertaken under missionary leadership, financed by the mines, to demonstrate the value of supervised social center activities in the compounds. Large rooms are provided where social workers direct games and allied activities of a various sort. Two compounds have installed playground apparatus of an up-to-date and approved type which is popular. These ideas are bound to spread to all the fifty-five mine compounds.

For the Bantu city workers, a large building in the heart of Johannesburg, the Bantu Men's Social Center, furnishes a home for hundreds of city workers during their non-working hours. This plant cost $35,000, money contributed by American missionary societies, gold mines, and Johannesburg business men. Here is found the largest gymnasium in South Africa; a night school reaching over 100 men; clubs and organizations for music, literary work, boxing, evening athletics, and similar activities. A committee of Johannesburg missionaries and business men administer affairs of the social center and provide a paid secretary and staff.

Early this year a Bantu Sports Club was opened to the black public. Eleven acres of ground within a mile of the City Hall of Johannesburg had been given by two business men for use as a sporting center for Native people. Thirty thousand dollars was obtained by a local committee from various sources. A huge grandstand was erected fronting the large playing fields; tennis and tenikoit courts and a large club house complete the present equipment. Plans for a swimming pool are under way. It is intended that from this center South African Native sport will be organized for far and near. December will see the first amateur athletic and track meet for the country held on these grounds, and at that time a South African Bantu Amateur Athletic Association will be formed. A beginning has been made in certain centers by way of organizing local sport. A Johannesburg Soccer Association, now numbering 52 teams, plays weekly for trophies presented by prominent merchants and mining authorities. In Johannesburg, Durban, Randfontein and one or two other places, annual sports days are regularly held for the whole Native population. These are all-day affairs and are very popular.

For the Bantu children organizations along Boy Scout lines have arisen for boys and girls. Some 3,000 Bantu boys are now doing Scout work in an organization known as the "Pathfinders." About the same number of girls are enrolled in the "Wayfarer" movement, an organization entirely independent of any white organization, but controlled by local, provincial and national committees of leading European and Bantu women. Children in Johannesburg have football and hockey leagues organized for them. They take a prominent part in the annual athletic competitions. Weekly free moving picture exhibitions are given for them at the Bantu Men's Social Center and in several of the municipal locations where thousands of the married Bantu people live. Moving picture shows are given regularly at three large golf clubs for the Native caddies, this free service being provided by the Johannesburg Rotary Club.

In Other Cities

Outside Johannesburg not so much is being done. A Bantu Y. M. C. A. at Bloemfontein is

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Dreams Come True in Belfast

By Veronica J. McFeeters

DO dreams come true? Do the fairies gather around the children of Ireland, weave magic spells about their wishes and bring them to pass?

Yes, often! You of the practical mind, take note! One day some years ago, a gray eyed, dark haired Irish girl stood in one of the play centers in Chicago and as she gazed on the children enjoying the play facilities provided for them, a fervent wish arose from the depth of her heart. "How I wish we could have play centers like this in Belfast!" Her wish was so fervent that it became vocal. "What's the matter now, 'Irish'?" asked her companion. "Oh! I was just wishing we had grounds like this in Belfast." "Gee! I guess not. You couldn't manage to get stuff like this in your antiquated town. Why, you are hundreds of years behind the times."

Sand pile studios are the delight of these young Belfast artists.

The answer was like a red rag to a bull. The hot Irish blood flamed up and she said, "Just you wait and see! Inside of twenty years you Americans will be coming over to Belfast to get ideas for your play centers. When we start we'll show you how things should be done!"

The angels and fairies who guard the destinies of the Irish people, bent down, heard the wish of the Irish colleen of Belfast, took it and planted it in the heart of a brave citizen of that city, Sir Robert Meyer. He, too, began to see visions and dream dreams. The matter was talked over in the Committee of the Parks Department under the chairmanship of Councillor Albert Hodgen, J. P. Lo! the dream materialized; the vision has eventually come true!

Belfast now has ten up-to-date, well equipped play centers organized by the Municipal Corporation of the City of Belfast. In all the grounds special provision is made for the all-round development of the children. In each of the play centers there are suitable swings, giant strides, slides, merry-go-rounds, ocean waves, joy-wheels, sand gardens, paddling ponds, and other facilities. Each play center is under the leadership of a fully qualified teacher.

For the physical development of the children various games are taught—stool ball, net ball, captain ball, tenikoit, tennis, cricket, football, running, jumping, high and long. In addition, each ground has gymnastic drill, comprising Swedish and hand apparatus. This, combined with folk dancing and rhythmical movements, constitutes a fair program of activities. In the fostering of creative and artistic ability, we teach sand modeling, raffia, basket weaving, cardboard construction, sewing, embroidery, crocheting, and knitting. On the educational side are provided speech training, elocution, verse speaking (after the manner of the Greek chorus), singing, and storytelling.

Kindergarten methods are used in the training of the little ones. Sand modeling is being brought to perfection, while nursery rhymes and singing games are used for the development of speech and rhythm. Eurythmics have been introduced this past year into the kindergarten, the children delighting in forming poses of Greek statuary.

It has been only during the last three years

that the Committee, under the chairmanship of Councillor J. McKinney, J. P., and acting on the advice of our general superintendent of parks and play centers, Mr. George Horscroft, has made this progress. The play center movement is growing and much credit is due to the foresight and practicability of our superintendent in bringing the centers to such a high standard.

The first two centers to be opened outside the public parks were Hemsworth Street and Eastland Street. The former, in Court Ward, has an area of one acre, two roods, and five perches. The latter, in Woodvale Ward covers an area of one rood and thirty-two perches. These were opened by Lady Meyer (wife of our town clerk), Councillor Hodgen, then chairman of the parks and play centers, presiding. The chairman stated on that occasion that the Committee did not intend to look back, but to go on until Belfast could boast of being amply provided with play centers for the young.

Glimpses of the Playgrounds

Take a glimpse at Hemsworth Street Center on a day of bright sunshine. The ground is crowded. The paddling pool is the center of attraction. To the children it is not a paddling pool, but the wide, wide ocean. The toy ships which they sail on its waters are not toys but privateers armed with daring buccaneers who are voyaging forth in search of adventure. What a boon to the children, who though they live on an island, may not have a glimpse of the ocean more than once a year, and that through the generosity of the various charitable institutions. Our Corporation has planted the play centers in the poorest districts where congestion and poverty are the rule of the day.

Watch the girls in this ground as they dance round the gaily beribboned Maypole! See their smiling Irish eyes and listen to the lilt of song on their lips!

Our next journey is to Eastland Street. This play center is situated in a working class district. Here we find the children better clad and better fed, and enjoying to the full the games provided for them. Watch the girls and boys as they dance the "Kerry Reel" or the "Irish Jig." Grace and rhythm are in their actions. Next, a basketball contest takes place—girls versus boys—and the girls are victorious, the boys retiring crestfallen but good losers.

Our next journey is to Donegall Road and Henry Street. The latter is a small ground, but good work is being done in it for the children of that congested districts. Every available inch of ground is utilized for games. Go there any day the weather permits and you will find tenikoit, rounders, deck quoits, and skittles all in progress simultaneously, while in a small corner a number of girls are mastering the swinging of Indian clubs.

In Donegall Road Center, near the famous "Sandy Row," the children congregate in large numbers. This is one of the districts where our famous footballers are trained. In this ground they have been taught the first rules of the game.

We now go to the County Down side of the city, across the Queen's Bridge, where we can hear the clang of the hammers building the ships that sail the seven seas. And from this point we see the tenders filling up with emigrants for America. Already the United States and Canada have absorbed some of the boys and girls of our play centers. We guarantee they will make you good citizens, for they have been trained to "play the game"!

This ground is also famed for football. Already some of the older boys have attained fame in that direction. In this district the children for the most part come out of homes devastated by drink and gambling. They are ill clad and ill fed. To these children the playground is fairyland. Watch them as they perform their "garland," drill to the music of the gramophone. See the eager faces brighten up with whole-hearted intensity! Surely this is a garden of dreams in a dark and gloomy place. In contrast to this we find Clara Street play center, under the shadow of the Castlereagh Hills, a much larger and better equipped ground. It has an area of two acres which gives plenty of room for games.

Miss McFeeters urges all Americans going to Belfast to visit Queen Mary's Gardens which lie close to Cave Hill, "Ben Madigan," on whose summit the face of the guardian spirit of the city has been carved in relief. "Surely when the lights of the city grow dim and the pale stars shine above, he will smile in pride as he beholds this garden laid out for the children's children of the warriors who fought on its hillside long ago."

We now leave the dust and congestion of the crowded areas and take a look at Drumglass Balmoral from "druim," a ridge or long hill and "glassin," a green place. This center, as its name implies, is a place of sylvan glades and mossy dells, where one may expect to see Pan peeping out from amidst

the trees, surrounded by gnomes and fairies. The whistle of the birds as they call to one another sounds like the pipes of Pan. Truly in this garden of play one could never, never grow old! This beautiful woodland, part of the Musgrave estate, was generously given over to the Corporation for a play center by the late Mr. Henry Musgrave, D. L. It contains six acres of soft, green fields interspersed with foliage and tall trees. One enters the main gate in the spring to be greeted by the perfume of wall flowers. A gracious spot for the little human flowers to grow up in!

With regret we leave the mossy dells of Drumglass and wend our way once more to the densely populated districts of Boundary Street and Hay Market. Both are small centers. One might almost ask, "Can any good come out of these places?" Though opened a little over a year ago, the work has made marvelous progress. Hay Market is proficient in both Irish and English folk dancing. One little boy—a future architect if the fates be kind—can build wonderful houses in the sand. We asked him to put a thatch on a house he had modeled, and he thereby turned it into an Irish farm house. It was easy to get the straw for the thatching, for the ground, as its name implies, lies close to the Hay Market, where the stuff is bought and sold.

In Boundary Street the children will proudly exhibit their willow basketry and raffia work. In skipping exercises, eurythmics, and verse speaking, they excel.

Finally we come to Castleton play center which was donated and fitted out by the firm of McLaughlin and Harvey, builders and contractors, in memory of the late W. H. McLaughlin, D. L., one of the leading citizens of Belfast. The ground was opened on May 14, 1930, by Mrs. J. S. Morrow, daughter of the late W. H. McLaughlin. The Lord Mayor, the Rt. Hon. Sir William Coates, Deputy Lieutenant, presided and accepted the gift on behalf of the family from Major McLaughlin. The ground, which covers an acre, is thoroughly up-to-date; no expense was spared in constructing it. The children who use the ground are being taught good sportsmanship. To see the budding Hobbs at their cricket match is a worth while sight. They are oblivious to all around them. To them "the game's the thing."

This summer we hope to open our eleventh play center which will contain tennis courts, a children's play center, and a rest for old people where they may have their games of chess, draughts or quoits in the fresh air. Our Committee and superintendent provide for all children irrespective of age! By kind permission of his most gracious Majesty, King George V., the ground will be named "Queen Mary's Gardens," in honor of his most gracious consort, Queen Mary. It will be officially opened by the Lady Mayoress, Lady Margaret McCullagh, C. B. E.

Under these conditions the children of Belfast are growing up. The educative value of play is kept in the foreground. Even in play the proper use of our beautiful language is taught, the use of dialect being forbidden during the playing of the game. To say "the lep," instead of "the leap" in skipping means that the perpetrator must drop out of the game. "Drastic measures," you say, but the child remembers not to transgress again. St. John Ervine, the writer and dramatic critic, said in one of his articles: "If one wishes to hear good English spoken go to Belfast." We are anxious to keep our reputation and so speech training receives prominence.

We are making rapid progress. Though dark clouds hover over our industries and money seems as scarce as snakes in Ireland, yet Sir Robert Meyer with the aid of our chairman, Councillor McKinney, and his Committee and our indefatigable superintendent, are dreaming of other play centers through the city in order that every child shall have the chance to grow up and play in decent surroundings, safe from the dangers of the street.

Australia Preserves Her Natural Beauty

WITH all the financial difficulties which Australia has, she still finds time, according to the *New York Sun*, May 15th, to try to keep her highways free from wayside signs and billboards which would mar the natural beauty and make it impossible for passersby to enjoy it. The Main Roads Board is reported to have ordered the removal of all advertisements painted on fences beside the roads for which they are responsible. The agents promptly painted the sides of the barns and hung advertisements from trees a little distance from the roads and now the Board has ordered that all advertisements that are visible from the roads shall be removed.

How the Children of Hungary Play

By Lewis W. Riess

National Physical Director, Y. M. C. A.'s in Greece

At the Y. M. C. A. National Camp Pelion volley ball is a very popular game.

ONE of the most thrilling experiences of my two weeks' stay in the Magyar nation was seeing the exhibition of folk dancing given at one of the Burgher schools in Buda. The eighteen dances on the program were perfectly executed by the children of this school whose ages ranged from twelve to sixteen years. The joy of the children as they danced for their parents was in itself a delightful thing to see. Dances of all nations were included in the list, but those of Hungary were naturally the most perfectly done and the most popular, and well may they have been, for there is a rhythm and swing to them that makes an onlooker wish he, too, could dance them! I doubt if any nation has such a fine, varied program of folk dancing in its physical program as that conducted in the Hungarian schools.

The Physical Education Program

The physical education program of the Magyar schools is a complete one. All children are given medical examinations yearly and there are frequent lectures on health, sanitation, and hygiene. Gymnastic work, which includes folk dancing for the girls and one year of military drill for the boys, is compulsory in and out of school until they reach the age of twenty-one years.

In Hungary the schools are providing a program of physical education which includes all varieties of games and sports. As a feature of the program it is required that each school have a Boy Scout troop. Camping is considered a very important activity.

A National Board of Physical Education directs the program. The teachers are usually graduates of the Royal Hungarian School of Physical Education, founded in 1925, but there are some who have not had this training. These teachers from an early day are required, howexer, to appear once a week at the Royal School of Physical Education to listen to lectures and secure new information in their field of work. There are inspectors of the school recreation program and also workers called "Intendants" who serve under the inspectors.

For those who are not in school but are under the age of twenty-one, there is a society called "Levente" (upright men). These non-students must continue their gymnastic work until full manhood is reached. A careful checkup is kept and the registry list is examined every year by inspectors of the Central or Municipal committee. Every factory owner employing more than 1,000 men is required to have a "Levente" Society. If the factories

(*Continued on page* 466)

Los Angeles County invites you to enjoy winter sports.

Los Angeles—The Ho
Internationa

By John C. Porter
Mayor, City of Los Angeles

If you would see Los Angeles at its "gala, holiday best," go to the Recreation Congress in 1932!

GRACED by every natural advantage of climate and topographical feature that a community could possibly desire, and peopled by men, women and children who consider recreation a prime objective of life, Los Angeles, scene of the International Recreation Congress of 1932, will provide a vast and intensely interesting laboratory of study for the recreation leaders who will come from every corner of the world to attend this meeting.

The city of Los Angeles is situated on the breezy Pacific Coastal plain, facing on the one side the great western ocean and on the other the mighty rock-ribbed mountains. Semi-tropical in nature, the climate permits of an abundance of natural beauty and variety in plant life.

The combination of a mild climate the year around and of boundless facilities provided by nature herself for the play of her people has thoroughly imbued Los Angeles and Southern California with the idea and the ideals of recreation in all of its variegated forms.

The ocean and its beaches, the mountains and their quiet retreats, the eternal sunshine and wide sweep of the out-of-doors, have left their impress upon the character of this section of the United States and have devoted its population to the cult of wholesome outdoor play. Amid settings of semi-tropical foliage, on sun-swept pine-clad mountain slopes, or on the clean white sands of ocean beaches, the people of Los Angeles resort to their play with a vigor and interest that is boundless in its enthusiasm.

These earnest musicians will see that music is not lacking!

These are the things which have attracted hundreds of thousands of persons to Southern California from other places throughout the world, and the recreational advantages which have thus proven a magnet to so many people will be found of intense interest to those who participate in the meeting of the world's play leaders.

Upon such a well adapted natural foundation, public organizations have built a system of recreation designed to bring the play opportunities of

of the
ecreation Congress

Southern California within the reach of all who desire them.

In the City of Los Angeles

The city of Los Angeles annually spends $850,000 in the operation of its public Playground and Recreation system, while an additional $400,000 is spent by the county of Los Angeles. During the year 1931 the sum of $1,000,000 was voted to the municipal Playground and Recreation Department and another $1,000,000 to the Park Department to be used for the double purpose of expanding and improving public recreational facilities and furnishing employment to hundreds of workmen. The result of this expenditure is now apparent in the host of ultra-modern structures and other improvements of the very latest type in design and construction which have since risen in Los Angeles.

Included in the present system operated by the city Playground and Recreation Department under the leadership of Superintendent Raymond E. Hoyt there are at present 48 municipal playgrounds, 13 municipal swimming pools, 4 ocean bathing beaches, 5 vacation camps, recreation piers, boat houses, beach bathhouses and other facilities too numerous to mention. The estimated valuation of this recreation system is at present approximately $15,000,000. Its abstract value to the nearly twenty million persons who annually make use of it is of course immeasurable in terms of dollars and cents.

The Los Angeles municipal playgrounds, in addition to their many new and modern facilities, boast of a program of activities well worth the serious study of recreation leaders everywhere. In addition to the regular program of play found at the average playground, a balanced program of special activities carried on either continuously or seasonally provide a means of expression for every kind of temperament and touch upon the special interest of all types of individuals. The municipal playgrounds are open throughout the year, receiving their principal use after school hours. During vacation periods, all day programs of recreation featuring special interest activities are provided.

The city offers you beautiful out-of-door fetes and pageants.

In addition to their rapidly increasing use by Los Angeles children the municipal playgrounds are showing constant growth in their service to adults. The various community clubhouses of the city, built along the graceful lines of old California architecture and equipped with recreation halls, club rooms, kitchens, and similar recreational facilities, are neighborhood "town houses" where social, musical, dramatic and other types of recreation are fostered.

Adult recreation at municipal play centers of Los Angeles is also receiving an increasing stimulus through the installation of night lighting equipment which makes these centers available to those who must work throughout the day. Lighted baseball diamonds, volley ball courts, tennis courts and other evening recreational facilities have been established.

In a city which, during one of the most rapid expansion periods known to modern times, has increased its traffic hazard and crime problem along with its population, the municipal recreation centers have won

the confidence of the public because of their counter attack upon these two situations. While traffic accidents have increased everywhere, the Los Angeles municipal playgrounds have exhibited the welcome anomaly of a constantly decreasing accident rate. While crime waves have alarmed the public everywhere, the Los Angeles municipal playgrounds have proven excellent deterrents and preventatives for juvenile delinquency, a fact borne out by a recent statement of the Los Angeles Chief of Police.

The swimming stadium under construction for the Olympic Games has a concrete grandstand seating 5,000 people.

Swimming Facilities Abundant

Just why Los Angeles has produced such world famous swimmers and divers as Buster Crabbe, swimming champion at many distances; Georgia Coleman, national woman's diving champion; Harold "Dutch" Smith, national men's diving champion; Mickey Riley, Olive Hatch, Dorothy Poynton, Jennie Cramer and others too numerous to mention, will be more readily understood when the magnificent Los Angeles system of municipal plunges is viewed.

During the past year an extensive program for the construction of municipal swimming pools has been undertaken by the city of Los Angeles, and is now nearing completion. During this period four big and modern plunges were finished and two more are being completed. Each of these pools is equipped with standard safety devices and the most advanced type of purification systems available. Adjoining bathhouse buildings carry the romance of old California in their graceful Spanish lines. In many cases year around use of the bathhouse structures has been insured by constructing them in such a way that they are serviceable both as a bathhouse and as a community club house.

Among the plunges now in construction is the huge Los Angeles Olympic Swimming Pool and Stadium, destined to be the greatest competitive swimming center in the United States, perhaps in the world. Plans of the Playground and Recreation Department for this project call for a swimming pool of metric dimensions equipped with steel diving towers and provided with everything required by the rules of international aquatics competition. A massive steel and concrete stadium adjoining the plunge will seat 5,000 spectators. Underneath this stand will be a two-story bathhouse which will include team dressing quarters, a gymnasium, club rooms, and other facilities. The Olympic pool, which will be all deep water, will be flanked by a semi-circular shallow pool for general recreational use, and the entire layout will be beautifully landscaped to provide a setting for outdoor plays and water pageants. In addition to the use of this center for the aquatic sports of the Olympic Games, it is also to be the site of numerous great competitive meets of the future.

On both the western and southern ocean fronts of Los Angeles public beach playgrounds serve millions of persons yearly. An efficient and highly trained corps of lifeguards is provided by the Los Angeles Playground and Recreation Department to protect the lives of bathers at the beaches. The Venice beach has recently been equipped with one of the finest municipal piers to be found on any shore, the Sunset pier and recreation center. On this structure is located a modern bathhouse serving the public at reduced rates, an outdoor auditorium, and a big glass-enclosed picnic center equipped with the most modern of conveniences.

On the southern coast, one of the most unique oceanside playgrounds in the United States is being developed at Cabrillo Beach located at the foot of the government breakwater at Los Angeles Harbor. Cabrillo Beach, which was reclaimed several years ago from the rocks and reefs by the

MacMurray

dumping of one million cubic yards of sand, has now become a center for all forms of boating and fishing as well as for swimming. A boathouse that looks like a Spanish lighthouse serves as a municipal yacht club, providing a headquarters for sail boat races, motor boat races, speed boat and excursion trips, fishing excursions and other forms of marine recreation. A big bathhouse and general recreation building is being completed at Cabrillo Beach, and a program of artistic landscaping and construction of play facilities now under way is expected to help in making Cabrillo Beach the Waikiki of California.

Other Recreational Opportunities Offered

The multiple recreational advantages offered by the towering mountain ranges close to Los Angeles have not been overlooked by the city. Municipal camps located at scenic spots in National Forests provide low-cost vacations for the Los Angeles public amid scenes of beauty and quiet. Two of these camps are located in the San Bernardino mountains at distances of 75 and 95 miles respectively from the city. A third camp is situated in the mighty High Sierras, "California's Alps," at a distance of 335 miles from Los Angeles. These mile-high playgrounds make it possible for families of limited means to visit and enjoy the recreational features which nature has provided without the large expense. For the use of children, camps for boys and girls are operated in the wilds of Griffith Park, much closer to the city.

Los Angeles has many municipal plunges. The swimming pool at Griffith Park is among the most attractive.

Not content to provide only the places and the facilities for the enjoyment of public recreation, the Los Angeles Department of Playground and Recreation goes far afield in offering its services to those who desire them, whether or not such services are used in connection with public play centers.

A program of industrial recreation reaches out to the industries of the city, organizing their employees for participation in all forms of recreational activities. Instruction classes in every popular sport, games and playdays, organized hikes and outings, horseback trips, social events, musical and dramatic activities and a host of other forms of play are made as readily available to those who must toil throughout the day as they are to those of greater leisure. Similarly a far flung program of organized sports makes it possible for those who have ended their school athletic days to continue along the lines of recreational enjoyment that they have chosen. Numerous musical and dramatic organizations cater in like manner to the interests of recreation seekers wherever they may be in the city.

The Los Angeles municipal Playground and Recreation Department, the first of its kind to be established in the United States and now in its twenty-seventh year of service, has developed to the point where it may be an object of valuable study to recreation leaders of all communities. So varied are the problems of all the year around recreation in Los Angeles, so numerous are the types of public play centers and public play offered in this city, that practically every form of municipal recreation service to be found anywhere is here exemplified.

Los Angeles County a Vast Playground

The Los Angeles County Department of Recreation Camps and Playgrounds, with an annual budget of $400,000, under the leadership of Fred E. Wadsworth, Superintendent, administers five

and a half miles of state and county owned public beach frontage, including the model area at Santa Monica Canyon. The Department also administers the county owned regional areas and has a Community Service division which serves the unincorporated area of the county.

The chief of the regional areas is the Big Pines Recreation Camp located in the mountains ninety-six miles from Los Angeles. The program at Big Pines is widely diversified, and attracts an annual attendance of two hundred and fifty thousand people. In the summer time the area functions as a free camping ground and is a center for summer camps of Boy Scouts, Girl Scouts, Camp Fire Girls, and the allied groups. The fourteen organization camps with dining halls and bunk houses maintained for the groups have an average attendance during the summer of a thousand boys and girls each day. The program for campers conducted under leadership throughout the summer months includes swimming classes, nature hikes, handicraft classes, social activities, and daily programs in the outdoor theatre.

The Recreation Lodge at Camp Seeley, one of the municipal mountain camps of Los Angeles.

During the winter, the Big Pines Camp is converted into a winter sports area with skating, skiing, tobogganing and all other winter sports conducted by trained leaders. The Camp has six toboggan slides, three ski jumps, two skating rinks and an "ash-can" slide. Being at an elevation of seven thousand feet, it has snow and ice for from four to six months each year. From ten to twenty thousand people journey to this mountain area each week, and the peak attendance for last year was 21,000 in one day, this figure having been reached on the last day of the Winter Sports Carnival. The county program is unique in that the Department conducts summer and winter activities at the same time. Ten life-guards are retained the entire year, as the weather at the beach encourages swimming in spite of the fact that the mountains may be covered with snow.

The county-wide tournaments are centered at the County Fair Grounds, and in the past year sports tournaments, harmonica contests, dramatic tournaments, and horseshoe tournaments have been conducted there. At the annual horseshoe tournament staged jointly by the city and county recreation departments, 696 games were played in a six-day event to determine the county championship.

The county Department is also the sponsor of the Los Angeles County Drama Association, an affiliation of forty-seven Little Theatre groups in the county designed to stimulate the development of Community Theatres.

The population of Los Angeles, made "recrea-

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The International Advisory Committee of the International Recreation Congress

WHEREVER high ideals of clean sportsmanship are cherished, the name of the 17th Earl of Derby (Edward George Villiers Stanley) is honored. As a member of the Jockey Club he is the representative of the highest traditions of the turf, and as Chairman of the National Playing Fields Association he is leading a movement which stands for sportsmanship. He has served his country in many capacities—as Postmaster General, as Director General of Recruiting, as Secretary of State for War, and as Ambassador to France.

Herbert Hoover, Honorary President First International Recreation Congress

The Rt. Hon. Earl of Derby K.G., G.C.B., G.C.V.O., London, England

Lord Derby is known and appreciated by all classes and has won their affectionate regard. As President of the Pilgrims and of the Travel Association of Great Britain and Ireland, he is showing that his sympathies are not bounded by national frontiers. His ideal is that Britain shall be known as a nation dominated by standards of fair play.

DR. LEWALD was born in 1860 in Berlin. Since 1900 he has been an active and effective promoter of the physical education movement in Germany. Elected in 1919 as President of the German National Commission for Physical Training, he served at the same time as Chairman of the German Committee for Olympic Games. He was Commissary of the German Empire at the World's Fair in Paris in 1900 and in St. Louis in 1904. In 1924 he was selected to represent Germany on the International Olympic Committee, and since 1926 has been a member of the Executive Committee of the International Olympic Committee. He is President of the German Life Saving Society and Chairman of the Curatorial Board of the German College for Physical Education. His service to his country includes his holding of the office of Secretary of State in the National Ministry of the Interior.

Theodor Lewald, Dr. jur. H.C., University of Bonn LL.D., University of Wisconsin, Berlin, Germany

PLANS for the International Recreation Congress are proceeding most encouragingly, and much interest is being shown. Visitors from Europe, Asia, South America and other countries have come to the office of the National Recreation Association to offer suggestions, and a number of Americans traveling abroad during the past year have helped to spread the word and to arouse interest in the 1932 meeting. Running through the replies received and the conferences held is a note of enthusiastic appreciation that such a meeting is being planned. There are many expressions of hope regarding the possibilities in this opportunity for an international exchange of information.

DR. MASARYKOVA, internationally known for her activities in connection with the Czechoslovak Red Cross, of which she is President, was born in 1879. She studied medicine and philosophy at the Universities of Prague, Leipzig and Berlin, and later spent two years in Chicago studying methods of social work. Upon her return from America she was active as professor in a college for girls, but during that time she devoted herself to social work problems. It was under her leadership that a school for social work was opened in Prague and within the past few years she organized the principal private social work agencies of Czechoslovakia in a National Health Council.

Dr. Alice G. Masarykova
Prague, Czechoslovakia

Dr. Masarykova's activities since the war have centered chiefly about the Red Cross which is giving much attention to recreation through the establishment of several recreation homes for children and the organization each year of over thirty summer camps for children. The so-called Red Cross Truce, stressing public health problems and held each year on the Saturday before Easter in hundreds of towns and villages, was inaugurated by Dr. Masarykova who is associated with all public and private welfare movements in Czechoslovakia.

Count de Baillet Latour
Brussels, Belgium

COUNT DE BAILLET LATOUR is internationally known for the contribution he has made to the promotion of the Olympic Games. Since 1903 he has been a member of the International Olympic Committee, serving as Chairman of the Olympic Games in Antwerp in 1920. At the present time he is President of the International Olympic Committee.

Count de Baillet Latour has always shown great interest in the development of playing fields.

ONE of the pioneers in the physical education movement in Hungary, Dr. Szukovathy is known as Royal Medical Councillor in recognition of his work in the field of physical education and hygiene. He is Director of the Royal Hungarian College of Physical Education, Co-President of the National Boy Scout Association, Administrative Vice-President of the Hungarian Junior Red Cross, Vice-President of the Home for Crippled Children, President of the Hungarian Sport Physicians' Society, and a member of the Committee of the Hungarian Public Hygiene Society and of the Board of Physical Education. His international relationships include membership on the Executive Committee of the International Sport Physicians' Association. He is also a member of the International Wissenschaftliche Gesellschaft für Körperliche Erziehung, and a corresponding member of the American Academy of Physical Education. All of these organizations are active to some degree in the recreation field. During the past year Dr. Szukovathy has organized and conducted a holiday course for teachers of physical education, both men and women, and has given promotional talks over the radio. He is editor of *Good Health*, a periodical.

Dr. I. Szukovathy
Budapest, Hungary

MISS Prazmowska, after completing high school in 1919, entered the University of Warsaw, receiving in 1924 a diploma as teacher of natural history and physical education. She has always been interested in scouting and since 1921 has been an official of the girl scout movement. A number of camps and courses in camping have been organized under her leadership.

Wanda Prazmowska
Warsaw, Poland

In 1927 Miss Prazomowska became associated with the Governmental Board for Physical Education where she is chief of the women's division. She has made a special study of children's playgrounds and has visited a number of American cities studying their playground systems. The first model playground for children in Warsaw was built under her leadership. Miss Prazmowska is President of the Polish Handball Union.

MR. PIHKALA, President of the Intercollegiate Amateur Athletic Association of Finland, was born in 1888. After a trip to the United States in 1912-1913, he introduced many modern methods of training into the track and field athletics of Finland through the publication of a number of text books and newspaper articles and by serving as Coaching Secretary for the A. A. U. in Finland, 1913-1917. Later he became Athletic Director of the General Staffs of the Army and the Voluntary Militia of his country. Through frequent trips to America Mr. Pihkala has been a close student of recreational activities in this country. He is known as the creator of a batting the ball team game, a substitute for baseball in Finland which is rapidly growing into a national game. He has been associated with all Finnish Olympic teams since 1908 and for many years was a member of the board of man-

Lauri Pihkala, M.A.
Helsinki, Finland

agers of the Track and Field Association of Finland, repeatedly representing his country at congresses of the International Amateur Athletic Federation.

MR. THOMAS, who represents France on the International Advisory Committee of the International Recreation Congress, is a graduate of the Ecole Normale Superieure and later was professor of industrial history in that institution. During the war he was a member of the War Cabinet and was responsible for organizing the industrial man power of France. Mr. Thomas is Director of the International Labor Office at Geneva and had an important part in framing the recommendations on labor drawn up at the Geneva Conference in June, 1924. He has been at the head of the leisure movement in France, as organized in the Fédération Nationale des Coöperatives de Consommation, and its Comité National des Loisirs, serving as Chairman of the latter group which has done some very effective and practical work within the cooperative movement. As a result of its activities there have been established in France various vacation groups and colonies, vacation centers or summer hotels, a movement has been started for the beautification of the home, and various kinds of cultural groups and vacation homes for children have been organized.

Albert Thomas
Geneva, Switzerland

BORN in 1879, Mr. Langkilde became Director of Physical Instruction in Copenhagen in 1919. As Secretary of the Copenhagen Playground Association he has been active in arranging School Sport Days in that city.

H. P. Langkilde
Copenhagen, Denmark

ADDITIONAL members of the International Advisory Committee are Dr. Ricardo C. Aldao, Buenos Aires, Argentina; Captain G. Van Rossem, Amsterdam, Holland, and Senor Julio J. Rodriguez, Uruguay.

The First World Congress on Recreation

A WORLD Congress on Recreation is the next significant event on the horizon of the recreation movement.

All eyes are turning toward Los Angeles, where in July, 1932, for the first time delegates from all parts of the world will gather to exchange experiences and to consider how leisure may be made to serve mankind.

For more than a year plans for this meeting have been developing, and the response from the four corners of the world has again justified the belief that the interest in recreation is universal.

A distinguished group of men and women, prominent in the affairs of the various cooperating nations, is now being formed into an International Advisory Committee. With the endorsement of President Hoover, who is serving as Honorary President of the Congress, and with the active cooperation of the State Department, invitations have been transmitted through diplomatic channels to over fifty other nations.

Pamphlets printed in foreign languages together with invitations have been distributed to all organizations and individuals in other countries listed with the National Recreation Association. Over 1,500 such invitations have been issued.

Thus far nearly fifty delegates from twenty-two countries have reported that they are coming. Another group of sixty names from thirty-three countries are listed as prospective delegates.

Newspapers and periodicals in foreign countries for some months past have carried announcements and editorials about this world meeting. In some countries certain organizations are taking responsibility for further interest in the Congress. In other countries special committees are being organized to see that their countries are adequately represented.

Time and Place July 23rd to 29th, 1932, Los Angeles, California

The time and place for the First International Recreation Congress were set to accord with the Olympic Games. It was felt that this occasion would naturally bring together representatives from many countries who would have an interest in the general field of community recreation as well as in the Olympic Games. Combining the two events would result in a great saving of time and money, especially for delegates from countries other than the United States.

The Congress will open on Saturday, July 23rd, and close on Friday, July 29th. The Olympic Games will open the next day, Saturday, July 30th. The Congress and the Olympics will be held in Los Angeles. This arrangement will make it possible for a delegate to attend both without any loss of time and without additional expense between these two world events.

Reservations for Olympic Tickets

Already reservations for tickets to the Olympic Games are pouring in. In order to protect Recreation Congress delegates, a block of seats has been reserved until December 1, 1931. These must be taken up before that date. All Congress delegates are urged to write or wire directly to the Olympic Committee, Los Angeles, California, for tickets and to specify that reservations should be in the Recreation Congress section. This is preferred space and will not be reserved after December 1st.

An active local arrangements committee for some months has been making plans for tours, demonstrations, exhibits and other features that will make the Los Angeles meeting of utmost value to all who attend from this country or other lands.

This Congress indeed offers an unusual opportunity. It is worth considering. It is worth planning for. It is worth sacrificing for.

Orphans and Athletics

The story of the transforming power of play in the starved lives of orphaned refugees.

By Allen McMahon
Near East Foundation

PICTURE a vast plain, once the parade ground of the soldiers of the Russian Czar, at Alexandropol, now Leninakan, Armenia, with gray barracks scattered about which, if put end to end, would streach for a mile, where 22,000 orphaned children lived and first learned the rudiments of play under the guidance of American relief workers.

Dr. Mabel E. Elliott, in her book *Beginning Again at Ararat,* said, "There was not one healthy child among them. Fourteen hospitals were opened, but every orphanage was also a hospital, every child was a patient, and medical treatment was as much a part of the orphanage routine as meal time."

These children, of whom there were altogether 132,000 in orphanages in various Near Eastern areas, are spoken of in Dr. James L. Barton's *Story of Near East Relief* as follows:

"They were blighted in their schooling and starved in body and soul. They were gathered from the highways and the refugee camps, wandering vagabonds searching for a morsel of food, ragged waifs casting their uncertain lot with the old, the decrepit and the sick. Disease, from the insanitary, crowded camps, had covered many with repulsive sores and made them untouchable. They lived in dirt and filth without a change of clothing for their shredded rags, vermin infested. The unclean, wizened, emaciated, pathetic faces, pleading for bread, gave no hint of a forgotten happiness, an abandoned home. Hunger was stalking about on feeble skeleton legs, in a leather, mummified skin stretched tightly over protruding bones, with eyes that did not see but only stared. From such as these was to come the recruited childhood of tomorrow, the hope of a new Near East."

Letters from overseas workers in those days just after the war when American relief work was in its infancy, were full of stories of these prematurely aged little ones. The burden of the plaint was that they knew not how to play. Tragedy was their keynote, apathy had become a tradition. They would sit in the warm sun against a wall, but they were afraid to come out and play ball.

"They would sit in the warm sun against a wall, but they were afraid to come out and play ball." There is a happy sequel to this, however, for later through the play program many of these same frightened little waifs have become outstanding athletes with standards of sportsmanship of which any nation might be proud.

Play to the Rescue!

Little by little, with infinite patience in coaxing, the Americans began to teach play. Slowly, as the orphanage school work grew, play strengthened in the program. Gradually baseball, football, basketball teams were organized. As the boys and girls began to emerge from the orphanages, at the age of sixteen, to take their places in the workaday world, through their clubs and leagues an athletic standard was set up, until in the last few years certain phenomena have appeared, when one considers the material which went into the making of Near East "athletes."

Recently the Near East orphan basketball team was awarded the championship of Greece, that ancient home of classic sports. A young Armenian in Egypt holds the lightweight boxing championship. A soccer match, arranged between boys

of the Near East League, all sturdy artisans, and students in the American University of Beirut, representing seven races, was won by the orphan boys. Time and time again the sportsmanship of Near East boys and girls, whether on the winning or the losing side, receives commendation in the local press.

Near East Foundation, organized a year ago to succeed Near East Relief, follows that organization's work in orphanage schools by transmitting America's health, agricultural, child and community welfare and leadership training technique to the underprivileged masses of the Near East, among whom the 132,000 orphanage-trained children are now living.

In the Foundation's program re-creation is serving as an aid to character building, to better health and living and to better inter-racial understanding.

It has been said that the character of a race is formed by its recreative activities. Good sportsmanship, team play and cooperation are ideals equally of western play and western culture. In the Near East, where play, particularly group play, is almost unknown, individualism is the keynote of the social order. But the East is changing. Recreation as a re-creative force slowly is entering its social consciousness. Child life, long ignored, at last is stirring the interest of progressive leaders who are investigating the experiences of other nations in order to give better opportunities to its new generations.

Truly western enthusiasm for sports is displayed by these boys on the field supplied at the Cairo Welfare Center.

The psychological value of recreation was proved again and again in the American orphanages of the Near East. Games, music and play helped to efface the tragic memories of war and to train children whose health, morale and character are admittedly above those of the average child in a Near Eastern home.

Night schools, athletics, orchestras and clubs, all varying expressions of re-creaton, were established by Near East Relief to sustain the better living standards of the orphans. Near East Foundation has taken over these activities and is enlarging them to meet the needs of orphan and other underprivileged youth. The existing work is the starting point from which the Foundation is launching its new educational program in better living for working boys and girls of all creeds and races.

Welfare Centers and Night Schools

Homes for working boys and girls, established by Near East Relief, have been taken over by the Foundation and are being reorganized as Welfare Centers. Facilities have been increased and the service originally limited to orphans is now available to other working boys and girls. Supervision is maintained over older members who club together in units of three or four in their own rooms near the Centers. Consultant service on health and morale problems and recreational and night school activities are meeting definite needs. In most Centers a daily hot meal is served at cost.

To many homeless boys, the Centers stand for the comfort and security of home. Welfare Centers in Cairo and Alexandria are noteworthy illustrations of what this service can mean to a group of working boys and girls. The Centers are housed in buildings of utility and charm which the Foundation has rented and equipped for simple cafeteria service, reading rooms, and dormitories. They also provide night school classes, athletic activities, employment and health bureaus and even take the traditional place of the oriental parent by arranging marriages among the orphan children. An average of six hundred attend the

"home-coming" or get-together which is held each month. Reed M. Davidson, father-in-effect to all the former orphanage children in Egypt, directs the Foundation's program there.

Welfare Centers under the Foundation's supervision includes five in Athens (three for boys and two for girls) and others in Syria and Palestine.

Of increasing importance are the night schools conducted by the Foundation in connection with the Welfare Centers. In lands where great unemployment has created keenest competition, the Foundation is helping boys of ability to become master craftsmen and to secure the general education which means a decent living. Twelve hundred boys and girls who toil in shops and factories all day are enrolled in our night schools. Courses in religious education are also a part of the night school program, and in Athens are conducted by graduates of the American School of Religion in Greece, and by special representatives of the Greek Archbishopric or graduates from the Athens University Theological School.

Children of a Syrian village learn to swim with the help of a Near East Foundation nurse.

Playgrounds

The Foundation is maintaining model playgrounds for children in Bulgaria, Greece and Syria. Lessons in health and better living are part of the playground ritual and are carried into the home through a follow-up service.

In Sofia, the Foundation conducts three playgrounds in the poorest sections of the city at a cost of about $1,000 a year each. The daily attendance of the largest is well over 1,600 a day. A nutritious national beverage is served daily. Equipment, home-made and copied from American playground catalogues, includes shower baths, swings and slides. L. E. Feldmahn, Russian exile, formerly a member of the Russian Council of Empire, is the Foundation's representative in Bulgaria.

The Foundation has been requested to equip and maintain in cooperation with the local government a model playground and athletic field in Beirut, available to all ages. A suitable site now is under consideration and the project should be an actuality in a few months.

A model playing field is now in course of construction in the Kaisariani refugee camp in Athens where the Foundation is demonstrating an anti-tuberculosis project. The new field is opposite the school founded by the wife of Premier Venizelos. In order to help refugee families and others to understand the value of play in the health of their children, the entire front of the playground will be fenced with open screening for observation instead of the usual stone wall. The grounds will be equipped to provide active play interest for all ages. One section will be set aside for the use of little children. There will be a playing field for competitive games and simple equipment for physical education.

A special recreation program also will be installed to coordinate with the Foundation's tuberculosis prevention work. The same group of pretuberculous school children who are receiving supplementary feedings, clinic care, and occasional rest in Camp Penteli, soon will have health-building play under the Foundation's supervision in the new playground.

Athletics

Competitive games are helping to create interracial friendships which augur well for a better understanding, and already have strengthened the position of the Armenian refugees in Syria.

Orphan athletic teams are a source of pride to their local communities. In Beirut they meet and match their strength with the skilled teams of Beirut University, the latter drawn from leading families of many races. Although the orphan athletes are working boys, and in many cases have no practice field, their good sportsmanship in victory or defeat has won many friends.

Athletics are part of the program of the Near East League, an organization of orphans which, under Foundation direction, is opening its privileges to all working boys and girls. The League has branches in Beirut, Aleppo, Zahle, Damascus, Rayak, Ghazir, Antilyas, Bikfaya, Alexandretta, Beit-Shebal, Jubeil and Rakka. Its active members now number 1,000 and 2,500 other graduates of orphanage schools are reached through its various activities.

The Foundation's recreation program in Syria is in the experienced hands of William M. Jessop, a veteran director of boys' work in America and oversees. He maintains supervision over the orphans, is developing the Near East League as an inter-racial activity and is working with local officials to establish a model athletic field in Beirut.

In Egypt, as in Syria, recreation serves to overcome inter-racial antagonisms. On the athletic fields maintained in connection with the Foundation's Welfare Centers in Cairo and Alexandria, many a racial barrier is amiably kicked out of bounds in the football games between native Egyptian and refugee Armenian boys.

Among 136 certificates recently awarded by the National Federation of Greece, 36 of the distinguished awards in this ancient home of athletes have gone to the orphan boys for whom Near East Foundation maintains playground and athletic activities. The boys have won their way up from starvation to physical fitness. One of them has been selected to enter the Balkan competitions next year as a representative of Greece. Most of these boys would have no chance for an education but for Near East Foundation schools.

Play has helped to restore his heritage of happiness.

Community Welfare

Recreation is proving a successful stimulant to village interest in the development of the Foundation's Rural Life Program. Among people in isolated farm-villages, already devitalized by disease, idleness is the only alternative to physical labor. When work slackens there is nothing else to do but drowse against a sun-baked wall. Village life stagnates. Minds are dulled.

To re-create apathetic village life, methods and equipment recommended by the National Recreation Association are being used. Night classes are organized for the illiterate. Village libraries, or reading rooms, improvised with a few books, magazines and pictures, are hailed with joy. Simple games, an occasional informal talk on a local subject, a program of folk music, or stereopticon pictures, any of these can stir a village out of chronic lethargy. In several villages creditable orchestras are the result of musical instruments given to talented children. A soccer-football is the pride of the younger men while others find equal satisfaction in less strenuous games.

Obviously such a program easily can be carried on by the villagers themselves, once the impetus is given. Equipment is very simple and costs little. Leadership soon develops through activity. The American-trained young people who live among the farmers are quick to grasp and promote the idea.

Under the Rural Life Program in Macedonia a community reading room, the first in all Greece, was recently opened in Kyrghia, a village of 600 people, all families of hard working farmers. The Village Cooperative Society made contributions of rent and furniture equivalent to half the cost. The village mail carrier, who brings in the mail from the railroad station, twelve miles distant, acts as supervisor.

Health Through Play

Better health for all is being sought through recreation by the Foundation's health director among the refugee farm villages in Syria. On the theory that one is never too young to learn, Miss A. E. Slack is starting with the infant in the cradle and persuading mothers to unwind the tradi-

(*Continued on page* 468)

Friendships International

In these beautiful surroundings good will among nations is being built up.

By Dorothy Reed
Camp Councillor

Important steps toward international understanding are taken in a camp where girls from five lands play together.

REVEILLE blew in Camp Viking and sixty girls from five nations started another camp day together. A dip in the cold North Sea, and then as the flag reached the top of the staff, America, Australia, Canada, Germany and Norway saluted with song the Norwegian colors.

On a fjord in the hills just west of Risr, a fishing village on the southwest coast of Norway, there is a beautiful old estate, now the first international summer camp for girls in the world, and the first of all girls' camps in the north of Europe. Two young women of Norway took the American camp idea back with them to their own country after learning to know American camps and camping, and foresaw an opportunity in a new field. Near the manor house, an old great white house of big rooms and old tiled stoves and furnishings of years ago, are smaller houses of brown stained wood—Peisestua, the fireplace cottage; Dueslage, the pigeon house; Selstua, the sun house; Skogstua, the hill or woods house. And where formal guests were once entertained, new international friendships are fostered and an understanding of customs and viewpoints is building the foundation for international relations.

Swimming was the favorite activity. When the chill North Sea was too wind-whipped or when a certain tide brought an unusual host of the great red-brown jellyfish to the bathing house, the fjord on the west, crystal clear between its high cliff walls, was quite as fine a swimming pool with diving stands on rocky ledges of the cliff. Because of the barrier of language, the American sports councillor was forced to teach in sign language and with a mixture of Norwegian and German, punctuated with more familiar English!

American baseball, quite unknown to these girls, was taught by the same mixture of language, but when once mastered it was quite the most popular of the land sports. Baseball terms were never quite American as spoken by these girls—they "beat" the ball with the "stick," and all the basemen were "fieldermen," and an inning was a "play." Each group taught its favorite games to the other campers, and on rainy days the Turn Halle resounded with the rhythm of old folk dances and folk games. Saturday nights, stunt nights, brought forth the legends, the customs and the fun of the national groups.

Camping a New Venture

Camping is a new venture for girls of northern Europe and Scandinavia,

So successful was the first season of the Viking Camp that plans have been made for two additional camps, one in England and another in Germany, to be opened in the summer of 1932 when the Viking Camp of Norway will again be conducted.

and activities that are such a part of American camp programs must grow very gradually. Camp fires were not introduced until August began to darken the skies before taps, for it was broad daylight until eleven o'clock the first weeks of camp and the ten o'clock sunset held far more charm than snapping juniper sparks before dusk. Camp songs were in the three languages and one was never sung without the other two immediately following. The German girls had a wealth of folk music and wander songs, and many an hour was spent with guitar, mouth organ and accordion accompanying the part singing as these girls taught their songs of wood and mountain to the other campers. The Norwegian girls also sang many of the folk songs of the north, and the American campers felt keenly the lack of folk music, and particularly of "wander songs," in their own land.

"Tripping" was a very new adventure and each wander group that left camp was sent off with farewells that might well have been accorded the venturing pioneers; their return was hailed with cheers and a welcome due the Arctic explorers. Dressed in overalls of gayest colors, each girl with her own bulging ruck sack, a group started out every week to wander through the woods and along the fjords and the sea, not by the road, but following the compass over trails and rocks. The country people were much interested to learn of the new camp and there was always a welcome, fresh milk, the offer of a hayloft for the night's lodging, a "lift" in a village bus, a farm wagon or a fisherman's boat, and pay enough were the tales and songs of camp life.

As camp days were ended and the campers turned toward home and school days, the doors of the big house did not shut but remained open to welcome the girls of the international winter school. From September to the Christmas holidays, the girls of the nations study together and in the biting air of the north lands they ski and go skating together. On cold nights by the fire, the music and legends of the nations are shared. Following the holidays they travel south together to live in a pension in Nice and continue their studies and play, and to "trip" into the Alps until school days again give way to camp days.

The friendships that grow out of the weeks together despite the barrier of languages, the understanding and exchange of customs and standards, working and playing together, are the first steps toward international understanding and, in the language of camp song:

Jo mere vi ja sammen, ja sammen, ja sammen,
Jo mere sympati!

(The more we are together, the happier we will be.)

Recreation in Norway

NATURE has been generous in her gifts of rugged beauty in Norway, but because of this very ruggedness the life of the Norwegian folk, with the exception, perhaps, of Oslo and Bergen, is not a life of luxury and comforts. The Norwegians are a hardy people, resourceful, courageous, persistent in their efforts to wrest from the rocky land and the sea a suitable living, still bound by tradition and ancestral custom to a great extent, simple in their enjoyments and appreciative of nature.

Public recreation as such is not organized to any extent. Parks and bathing beaches are maintained in Oslo and Bergen but open fields, natural beaches and winter playgrounds are, on the whole, maintained by clubs and organizations of which there are a countless number. Standing in a railway station on a Saturday afternoon or early Sunday morning, one realizes the love of the mountains these northern folk have, for all local trains into the mountains are crowded with hikers, if it be summer, with heavy packs and stocks, or with skiers after the snows have opened the ski runs on the mountain sides. There is a keen love of yachting and all the harbors of all the coast towns are white with sails on week-end holidays. Every minute of the long summer evenings is used to advantage by the Norwegian. The ten o'clock sunsets give a long evening for play in contrast to the darkness that settles by three in the afternoon in the winter. The thorough enjoyment of play is evident among all the groups.

In many communities the folk music and dances are still a very natural activity in community recreation. On festival days or in the long winter evenings it is not uncommon to find groups of young and old, many in costume, singing and dancing the traditional songs and dances of old Norway, thus helping materially to preserve the solidarity of the country.

Playing Fields for Belgian Children

Folk dancing—one activity common to the playground program of all lands.

Belgium's playing fields are on the increase, and recreation is coming into its own.

IN 1874 games were officially introduced into the program of the schools of Belgium. In 1883 special courses for men and women school teachers were organized by the government during the vacation period. Through the influence of a Congress of Physical Education through conferences, demonstrations, newspaper articles, teachers' conferences and other means, a number of city administrations set aside play spaces in boulevards, public parks, and in connection with schools, and made them available for children and adults. The systematic organization of playing fields in Belgium, however, has been a more recent development.

In 1903 the City of Brussels rented for its normal school for men a field belonging to a sporting club, and in 1905 the Superior School of Physical Education of Brussels equipped a field in Linthout and gave instruction to teachers and students.

In 1909 the Minister of Public Works took over a field at Parc du Cinquantenaire. A year later he established another playground called the LeMarinel. It was through the efforts of the Superior School of Physical Education in Brussels that this field was equipped with apparatus, dressing rooms, shower baths, and tennis courts. At about the same time the Stuyvenberg field was established at Antwerp.

The greatest development has come since the war. In 1920 the American Junior Red Cross offered to establish playgrounds in congested areas. The cities of Charleroi, La Louviere, and Brussels were the first to place fields at the disposal of the Red Cross.

The Director General of the Red Cross in Belgium submits a statement of the development of the recreation movement in that country. The material has been translated by Louis C. Schroeder of the staff of the National Recreation Association.

At Charleroi, in 1921, the public park of Garenne was converted into a playing field. For the first few years the cost of administration was met by Red Cross funds, but in 1924 the organization was taken over by the city and financed by it. About 4,000 children use the playground each month.

A large playing field was equipped at La Louviere in 1922 by the American Red Cross. The Red Cross of Belgium administered this playground until 1924 when it was taken over by the city. The building on the playground has a central heating system and boasts of an Orthopedic Department which developed greatly during the summer of 1930.

That a boy, plus a ball, equals play, is as true in Belgium as in other countries!

In 1922 at Brussels the Quai aux Foine was installed as a playground by the American Junior Red Cross, and this section has become the city playground for Brussels. A number of the leaders, however, are appointed by the Belgian Red Cross. The playground is directed by a competent personnel which gives unsparingly of its time and energy. It has complete equipment for children from three to fourteen years of age and conducts a year round program. During rainy and extremely cold days the program is carried on indoors. The playground is in charge of a woman assisted by several young women teachers who have been specially trained by the Red Cross.

In 1923 the American Red Cross requested the Belgian Red Cross to take over the work. This was done and the Belgian Red Cross has continued the annual training courses for playground workers instituted by the American Junior Red Cross during the summer vacation. Upon completion of this course the candidates are assigned to practical duties on existing playgrounds. At the time of the Easter vacation, theoretical and practical courses are held for a week and diplomas are awarded. The program consists of theory and practice of team and group games, folk dances, and physical activities. Courses are given in anatomy and physiology, child psychology, pedagogy, games, the organization of playgrounds, and first aid to the injured. In addition to the regular diplomas, pupils are given a diploma stating they are capable of administering first aid.

In 1924 a playground was organized at Liege by Mr. Babe. In 1926 this was closed and a new one was opened at a much larger field at St. Gilles. The City of Liege supports this work and takes care of the children during the vacation period.

The Brussels Academy of Domestic Science has placed at the disposal of the elementary school children its vast field consisting of several acres at Vleesembeek. All these fields are proving of great value to the children. Most of them today contain baseball and net ball fields and playground apparatus, such as swings and see-saws. Some of them have football fields. Shower baths are free to the children.

The year 1930 saw two new playgrounds established under the auspices of the Belgian Red Cross. The one at the International Exposition at Antwerp proved a great success. This play area for children, established for a temporary period, will no doubt become a permanent field administered by the municipal government of Antwerp. The second playground has been established in the open air school at Laeken, near Brussels. It is used by children during leaves of absence and at vacation time. The LaVieille Belgique (Old Belgium) Committee of the International Exposition at Antwerp has turned this

(*Continued on page* 468)

Recreation for the Children of Paris

In planning for her children Paris has welcomed the opportunity to profit by America's experience in training leaders.

THERE are many little squares or gardens open to the public in Paris, where mothers can take their children. There is, however, no leadership nor is there space definitely set aside for play. Recently sand boxes have been placed in a few of the squares.

In each district one of the school yards is kept open on Thursdays (France's school holiday) and used as a playground under the leadership of one or two teachers paid by the school board. There is no apparatus of any kind in the school yards. A few Catholic centers and schools are also open on Thursdays to any Catholic children for play, handcraft and singing under leadership.

Apparatus new to French children is being devised.

Mrs. Daniel Stern of California has given a million francs for playgrounds for small children. One is now open and five or six more will be available next spring. The so-called "Square d'enfants" is small but very safe—a few trees and benches, a sand box, an artificial brook and several small see-saws, all enclosed. Only children under six are admitted. Two nurses are in charge. The grounds are open from eight o'clock to five, and the children go home for their meals. In the winter and on rainy days they play in a closed shelter at one end of the square. These "Squares d'enfants" are for the most part in congested districts. Two or three settlements or social centers have playgrounds of their own with some apparatus, but only one, the "Toute l'Enfance en Plein air," is used as are the playgrounds of America.

The Boy Scout and the Girl Scout movements have developed rapidly in the past few years and these organizations furnish the only recreation for many little Parisians. There are 2,000 louveteaux boys under 11 years of age, about 3,000 Boy Scouts and the same number of Girl Scouts. They meet once a week, go on picnics two or three times each month, and enjoy a few days of camping in the summer.

"Toute l'Enfance en Plein air" (All the Chil-

dren in the Open) is a large health center organized in 1920 on the fortifications of Paris between Porte Clichy and Porte St. Ouen. The city gave the grounds, and barracks were put on them for clinics; a little later a kindergarten and day nursery was added. Then the American Junior Red Cross gave some playground equipment to the center and Miss Ruth Findlay organized the Recreation Department. In 1922 the methods of physical education changed greatly in France. Doctors ordered sun baths, breathing exercises, so the center had a large physical education department as well as a playground program for children from 3 to 14 years of age. Miss Findlay held a six weeks institute for playground workers in 1921, and from that time on the material she gave has been used. School teachers and school nurses interested in the work came to be trained and receive all of the material available.

Certain forms of athletic activities are popular. Running 40 meter races is a sport with a thrill!

"Toute l'Enfance en Plein air" has the only large organized playground in Paris. The directress and founder is a very unusually gifted woman. This year she saw the need of new material and new ideas for the Recreation Department, so an institute was arranged in July for workers, and in August an American program was introduced on the playground. Renée Tétart, a graduate of the National Recreation School, was in charge of the institute and later of the playground. The results were better than were anticipated. Several tournaments and contests were held, many handcraft projects carried out and a group of boys trained in Indian customs and all of the girls in folk dancing. The directress has made the statement that there was an order about the place never known before and that the children had a wonderful time. An improvement in sportsmanship was quite evident.

A good example of this is the case of Robert, a young boy, one of the poorest losers on the playground. When the marble tournament was held he happened to be in the finals for the championship with André. He lost, and everyone thought the worst would happen. Instead, Robert shook hands with the champion and ran to the other side of the playground shouting: "André is the winner. Come quick to applaud him."

A great event was the introduction of the slide, hitherto unknown to French children, made by a carpenter according to directions given in *Play Areas,* published by the National Recreation Association. A balance beam and bar were made by all, and a climbing apparatus adapted from the junglegym is now being made.

About 250 children come daily to the center from eight in the morning until seven at night. The great need is for trained leadership to keep pace with the extension of the movement.

The land is gay with beautiful flowers. Working men in particular find much joy in gardening.

Recreation in Czechoslovakia

By Ing. E. S. Hokes
Masaryk Institute for Adult Education

RECREATION was first carried on in Czechoslovakia by the great gymnastic institutions of Sokols and Labor Gymnasts. Others followed and today these organizations alone have more than 700,000 members—girls, boys and adults of both sexes. Activities at first consisted of light athletics and exercises, but later water sports and winter sports were added.

Everywhere in the Czechoslovak mountains vacation accommodations are provided.

Our rivers offer wonderful opportunity for recreation, and every Sunday young and old go to these steams and spend their week-ends camping. Especially among the working class is this week-end camping popular. In Prague alone during the summer over 60,000 people spend their week-ends in tents and huts in the country.

With its rich background of history, its castles hundreds of years old, its beautiful mountains and lakes, Czechoslovakia has a lure for tourists. The Tourists' League and similar organizations have arranged for attractive huts offering overnight accommodations for tourists in the mountains and for restaurants where food may be secured at moderate prices. Organizations throughout the country are now maintaining over 120 camping places and each year new ones are created. Much is being done through Boy Scouts and workers' organizations which arrange camping trips for men and women. From 60,000 to 80,000 people spend two weeks vacation during the spring and summer at these camps. The Y. M. C. A. and Y. W. C. A. are also doing a very important work for young people.

The land reform movement is playing an important part in furthering general welfare by making it possible for the social organizations to secure at little expense forests and building sites. With the restoration of the land to the people, much of it was given to small farmers. Beautiful castles are being used as museums and rest houses for the needs of the sick and convalescent. Some of them have been restored to the families of the original owners.

The freedom resulting from the land reform has given the country an opportunity to expand along recreational lines and to provide organizations to further the movement. Much progress has also been made through social insurance to which employer and employee contribute in equal amounts. Some of the funds raised through this insurance is used to create institutions for social service and recreation. Near Prague a large town housing about 3,000 people has been built for the aged. Here libraries, recreation centers, moving pictures, swimming pools and similar facilities are provided.

The gardening movement is very strong in Czechoslovakia. Around the towns small colonies of gardeners have been gathered.

Formerly little was done for women and girls. Now there are recreation houses for women and opportunity for social recreation. Large houses have been erected for students and much is being done to encourage the girls of the country to continue their education.

There are over 60,000 skiers in Czechoslovakia. Huts have been erected for their use.

Winter sports are popular with young and old. Through the efforts of tourists' organizations and ski clubs, a network of huts, large and small, has been created at winter sports centers, routes have been mapped out, and the state has made arrangements whereby winter sports enthusiasts may travel to sports centers at prices 30 per cent. less than the usual cost. The railroads are going still further and are organizing inexpensive trips to these sports centers which include board and lodging.

It is our hope that there will be incorporated in a law, now being prepared, the provision that every community must set aside space for play for children and adults. Another objective is that near every community a space shall be reserved for camping.

Through a public library law passed in 1919, provision was made for a library in every community with a certain sum set aside for the purchase of new books. Thus we have attained the provision for reading as a leisure time pursuit.

A central federation of all recreational groups has been secured in the Masaryk Institute for Adult Education, which founded in 1906, plays a large part in the cultural development of the country and in federating and extending cultural associations. It is the central advisory source for educational institutions. It assists libraries, organizes lectures and musical activities, and arranges traveling art exhibits. The Institute has done much to develop puppetry, believing that doll theatres are an important education medium. The Institute is also interested in seeing that the best films are shown and it organizes educational exhibits for the entire Republic at which are shown the results of activities throughout the state.

Our far-away country is working toward ideals similar to your own. This is important for more free time will soon be liberated. We have an obligatory eight-hour working day, but some industrial plants have inaugurated the five day week and others will follow. Our position in the center of Europe puts us in quick contact with the entire world and enables us to apply all that is new in social discovery to our own progress and welfare.

Camping in Hellas

AT the foot of Mount Pelion and the narrow vale between the hills known as the birthplace of Achilles, and on the shore of the blue Aegean Sea, is the wonderful location of the National Y. M. C. A. Boys' Camp of Greece. No other camp in the world can boast of a more romantic setting or one more full of tradition than Camp Pelion.

The camp is sufficiently inaccessible to give it the proper camping atmosphere. Neighboring villages and hamlets are all stiff mountain climbs away. Only very steep and narrow donkey trails connect the camp with these mountain villages. Boats come to these rugged shores only by special arrangement to bring and take the campers. Otherwise the camp is undisturbed by contact with the outside world save by the visits of fishing craft or muleteers bringing supplies. Pelion is the fruit growing section of Greece and the camp is close to the best source of supplies for vegetables and fruit in all the country. A perfect climate, wide spreading old plane trees, silvery olive orchards, sparkling spring water, wide open spaces for playgrounds and a sheltered bathing beach, all contribute to make this camp site more than ideal.

The camp aims to develop all that is best in Greek character—racial pride, ambition to achieve a perfect mind in a perfect body, and a desire to regain the place in modern civilization that they held in their Golden Age.

Pelion is a musical camp and everything is done to help the boy who is studying a stringed instrument to keep up his practice while in camp. Camp concerts are frequent. The camp also fosters the love of ancient Greek folk lore and customs and each summer the boys prepare a festival based on the festivals of ancient Greece consisting of dances, games and dramatic events. The modern Greek boys possess a great fund of originality and artistry in this sort of thing.

In a word, the best that modern civilization can offer in methods of camping and character building is taken to supplement only, the use of those ancient ideals and methods by which the Greeks reached the pinnacle of perfection of mind and body, and which their descendants today are emulating to regain the "Glory that was Greece."—*From L. W. Riess.*

MacMurray College Library

The Argentinians at Play

By Weaver Pangburn
National Recreation Association

A country where athletics and sports are held in high esteem.

HOW would you like to belong to an athletic club, palatial in its appointments and equipped for every type of recreation and sport with an initiation fee of only $8.15 and annual dues of $20?

You are correct—there is no such club in the United States, but it *does* exist in the good city of Buenos Aires, capital of the Argentine. How do the Argentinians do it? Simply by making their club almost a community institution. They have 20,000 members in that club!

The Club has long played a leading part in the recreational life of Buenos Aires.

Known as the Gym and Fencing Club, this famous institution is fifty years old. It has three buildings at strategic points in the city and a huge acreage of playing fields for soccer, rugby, hockey, tennis, basketball, children's play and other activities. To give examples of the play space provided, there are twenty tennis courts, seven basketball courts, and ten fields for soccer and rugby. Two outdoor swimming pools and a roller skating rink are part of the equipment.

Indoor facilities include a large gymnasium, one of the best equipped medical offices in South America, electric reducing apparatus, and five courts for *pelota* and *sare,* Spanish games. These games resemble handball, but the courts are about four times as large.

The club admits persons of all ages and both sexes. Consequently many of its activities are family affairs.

Municipal Recreation

Although great clubs like the Gym and Fencing Club are a characteristic phase of organized recreation in the Argentine, they are not by any means the whole story. Buenos Aires has in its beautiful parks many municipal playgrounds open the year-round under leadership. Apparatus play, games, track and field competitions and handcraft are common activities in the playground pro-

(*Continued on page* 462)

Eduardo J. De Grossi, Argentine soccer and track star, now studying recreation and physical education in the United States, gives the facts presented in this article.

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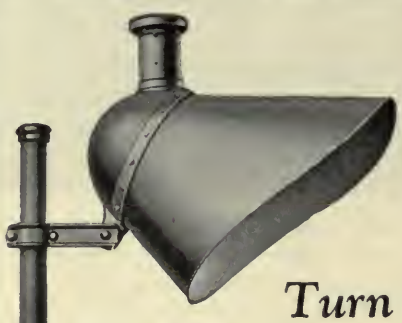
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gram. There is much current interest in Buenos Aires in acquiring municipal swimming pools. Five are now under construction. The present enthusiasm for swimming is due to the success, at the Olympic Games in Amsterdam, of Mr. Alberto Zorrilla who won championship swimming honors. Outdoor swimming is possible seven months in the year. Consequently the municipal bathing beaches of the city, which are extensive, are extremely popular. Many families are to be seen there picnicking and enjoying the bathing. Municipal band concerts are a regular feature of the park program.

Little theatre groups and amateur orchestras are to be found chiefly in private schools. As to opera, it is, of course, well known that in this field the capitals of the South American republics equal, if they do not excel, New York and other cities in the United States.

While golf is popular in Buenos Aires, there are no municipal courses. Another contrast with the United States is that physical education has not been developed in the public schools.

Organized Sports

For many years intercollege and interstate championship contests have been held in a number of sports. Every year national championships are sponsored in Argentina in the major games, and in soccer, tennis, track and field there are South American championship contests. Last year the tenth such continental event was held. Uruguay won the soccer championship. A team from the United States lost to the Argentine in the semi-finals. For nine out of the last ten years Argentina has won the South American tennis championships. Soccer easily stands first as the most popular sport in the Argentine. Second place is held by boxing. Baseball stands near the bottom of the list.

In the Argentine there are 100 soccer teams in the first division alone. Track and field championships are organized under municipal auspices, as well as boxing, swimming, wrestling and weight lifting. Women and girls participate in track and field events, swimming, rowing, basketball and tennis. The competitions are carefully graded according to age groupings. These competitions of the Argentine draw huge crowds and the championship contests are followed with the same rabid enthusiasm that college football and professional baseball excite in this country.

Photo by Nomlas

The majority of the playgrounds of Athens were once unsightly dumps.

World at Play

Athens Initiates the Playground Movement

SINCE 1912 the little country of Greece has had heavy burdens to carry. She has passed through four wars with the resultant financial drain, and in addition has been called upon to shelter 1,500,000 refugees. Greece has, however, shown her indomitable spirit by permitting none of these obstacles to prevent her from putting her house in order and proceeding with civic and recreational developments.

The first children's playgrounds to be opened in Greece have been constructed in Athens. These four playgrounds, built by the municipality, are but a start in the program which is under way. Projects are being developed to provide the youth of Greece with 106 new play centers which will be combinations of playgrounds and athletic fields. These playgrounds, which are being fostered by the Ministry of Education, will be scattered throughout Greece on the mainland as well as on the numerous islands which form the interesting Greek archipelago. On some of these mountainous islands the terrain is so uneven and so precipitous that the construction of playgrounds will require the expenditure of large sums. But they will represent a fascinating piece of pioneering work and a memorial to the courage and foresight of the country of Greece.

Spare Time in Italy

A report of the Italian National Institute for Workers' Spare Time for the past five years shows that at the end of 1930 the number of affiliated associations was 14,427 with a total membership of 1,622,140. During 1930 the Institute organized 525,117 events, including sports meetings, excursions, entertainments, amateur theatrical performances, social hygiene, lectures and exhibitions, and lectures on vocational subjects, general culture and folk lore. The aggregate attendance at the principal sports meetings organized by the Institute was 6,000,000.

Play Space in England

Unused for more than a century, comes a report from England, the old burying ground at Twickenham, England, will be turned into a recreation park. Small houses now surround the ground and the space is needed for play.

Salford, a town adjoining Manchester, has closed ninety-two of its streets to motor traffic so that the children may have a safe place to play.

The Olympic Games

The July-August issue of *Olympic News,* published by the American Olympic Association, 233 Broadway,

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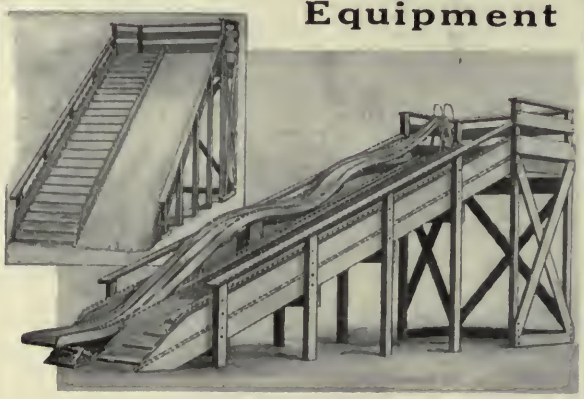

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New York City, contains the program of events scheduled for the tenth Olympiad of Los Angeles, California, July 30th to August 14th, 1932, and gives information regarding the plans.

Physical Education and Recreation in Poland.—Physical education in Poland has made rapid strides since the establishment in 1927 of a Governmental Board for Physical Education. In every school three hours a week are set aside for gymnastics and one afternoon for games and sports. During the winter the boys and girls have ice skating, sliding and skiing; in summer periods, swimming and rowing. Each gymnastic lesson is brought to a close with games. The chief need of the program is for the training of teachers, instructors and coaches, and the training of such leaders for clubs is being carried on at fourteen centers. Teachers of physical education are being trained in two universities and in the Central Institute of Physical Education, the largest building of its kind in Europe, which trains both men and women.

The Department of Culture and Education is promoting drama and music throughout Poland. All through the country there are numerous clubs and associations for sports and physical education, the most popular sport being football. During the past three years the number of players in basketball, volley ball, hazena and other games, has increased rapidly. All kinds of sports are provided for tourists.

Cizek Christmas Postal Cards.—The Austrian Junior Red Cross has issued a new set of Christmas cards made by children of ten to fourteen years of age who are pupils of the juvenile art class of Professor Cizek in Vienna. The series, ten in number, may be secured from the Austrian Junior Red Cross, 1 Stubenring, Vienna I., Austria. Price 27 cents, postage included. Payment may be made by international postal money orders, or by local checks.

Developments in Turkey

(*Continued from page* 430)

and will be for all ages. It is located in a densely populated section of the city where there are over 5,000 children, according to school records. Here will be a sport field in addition to the regular playground apparatus.

The fourth playground will be a kindergarten playground in the residential section of the city.

We expect this to be constructed during the next year. These four will complete the playground system of Angora. After that we shall be able to answer the calls that are continually coming to us from other cities throughout the nation. The deputies of the National Assembly are observing the experiments here in Angora and are spreading the gospel of playgrounds and recreation in their home localities.

Within the next year the first day nursery will be built adjacent to the Fuat Bey playground, and arrangements are being made to use the playground for a part of the nursery program. A National School of Social Work is to be established in Angora this spring. One of the biggest courses to be offered will be that in playgrounds and public recreation. The immediate need is to train adequate leadership for the present and soon to be opened playgrounds.

The American advisors have been invited into several schools to assist in the establishment of recreational programs. These are developing and spreading considerably.

The beginnings of the playground movement herein described have not taken into consideration the field of adult education. So many other phases seemed so much more important and since the Ministry of Education covers this field, it has been postponed as a future possibility of the playground movement.

The Ministry of Education and the National Educational Society, working closely with the Ministry, have provided well for adult education. All school teachers are under contract with the Ministry and must contribute a certain number of hours a week to teaching in night schools for adults. By law it is necessary for all adults who cannot read or write to attend these schools. The adoption of new characters for the Turkish language a few years ago has made this necessary.

The Black Folk of South Africa

(*Continued from page* 435)

attempting something along social lines with a totally inadequate building. Moving picture films obtained from the Johannesburg Bantu Men's Social Center are exhibited in sixty points such as Durban, Pietermaritzburg, Pretoria, Graaff Reinet, in the sugar mills in Natal, in hospitals, prisons, leper institutions, municipal locations, in the gold, copper and coal mines in the Rhodesias, in native teacher training and high schools throughout the land. Durban has appointed a European native welfare officer to promote the welfare of the native population along recreational lines.

A promising field of endeavor is that subsidized by the Carnegie Foundation of America, namely, the holding of annual Jeanes Schools for native teachers. At these conferences, or winter schools, courses are given by experienced lecturers on community service and recreation, and daily demonstrations are provided. Hundreds of native teachers have carried back into their country schools inspiration and information from these courses.

Reverend O. E. Lovell of Durban, Superintendent of the American Board Mission Schools, has just initiated the Bantu Community League to head up various projects of a school and community nature in the rural areas. Just what form this league will take in different communities will depend on plants available, quality of leadership, and economic condition of the people.

Through these various channels an effort is being made to meet the tremendous need of the South African Bantu for guidance in leisure time

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activities. American and British missionaries are taking an increasingly active share in this work. Business and mining men, as well as municipal authorities, are taking a leading part in the provision of more adequate facilities for black workers and their families. South Africa is falling into step with the rest of the world in this provision of wholesome recreation for the masses of its people.

Children of Hungary at Play

(*Continued from page* 439)

have less than 1,000, two or more may combine and form one society.

The program of physical education in the schools includes all varieties of sports. Over fourteen handbooks are published by the Central Committee, designed as guides for the teachers. The physical work is divided into age groups so that there is no strain on the children. Every school has a gymnasium and nearly all have small playgrounds attached to the schools. While the playgrounds have little equipment, every opportunity is given for participation in circle games and competitive and non-equipment games. No school pupil is permitted to join an outside organization, such as a club, unless he has special permission and is over eighteen years old. Those under this age cannot join even a Y. M. C. A., some of the local authorities maintaining that with the school societies and Scout troops there is enough to keep a boy busy without membership in other organizations. Every school has its own athletic association and there is an interscholastic organization under the guidance of the National Board of Education.

As a feature of the physical program in Hungary every school must have a Scout troop. The Scouts of this nation—and there are over 30,000 members—are a well trained group and take great pride in their work. They have a permanent camp

near Budapest and in the summer the different troops have their own camps. There is also a naval Scout camp. The boys have their own central headquarters—very attractive Scout rooms—publish their own magazine, and every year more than 9,000 take part in the Jamboree.

During the vacation period in the summer months the boys are not compelled to take gymnastics but they are asked to continue healthful exercises and recreation by attending Scout camps and going into the hills to take part in the outdoor activities. The record of the Hungarians in all phases of athletics proves that this is an excellent means of keeping the boys fit.

The Playground Situation

There are few playgrounds in Hungary. Being a poor nation which lost 71 per cent of its land and 63 per cent of its people after the Treaty of Trianon, they cannot do much. Throughout the land, however, there are some public playgrounds with sand pits, wading pools, and swimming pools. There is a playground in Budapest which is particularly beautiful. It is terraced and has three sections with a beautiful outlook and contains full equipment such as swings, sand pits, wading pools, and shelters. Plans are under way for more fully equipped playgrounds throughout the country.

The educational leaders of Hungary are forward-looking people, and only the financial situation keeps them from developing more playgrounds. The beautiful parks provide places for the children to roam and romp and in one of the main thoroughfares of busy Budapest space is roped off for the children to promenade and play.

The Hungarian people are a sport-loving race. Budapest is one of the best equipped cities of the world for outdoor recreational activities with three remarkably fine swimming pools—St. Gellet, Szchenyi, and an important new one, all with sulphur water, radioactive, and with numerous sport fields headed by the St. Margaret's play isle, one can find every kind of recreational facilities. Hungary is a land of charm with a people who are deeply conscious that the welfare of their children lies in the provision of public parks, playgrounds and recreation activities.

Los Angeles Host to the Congress

(*Continued from page* 444)

tion minded" by their fortunate situation in one of the great natural playground sections of the world, have developed in their system of public

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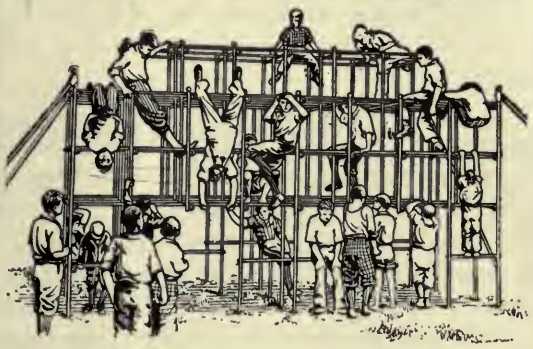

This No. 2 Junglegym capable of handling 75 children.

HOW PLAYGROUND PROBLEMS ARE BEING PERMANENTLY SOLVED WITH

JUNGLEGYM

Children are not like older persons. They instinctively like or dislike a thing and no amount of words can convince them otherwise.

That is one reason why the Junglegym has proven so successful in playgrounds. It appeals to the deep-rooted instincts of children to climb and play in groups. They never seem to tire of playing on it, because all sorts of games can be discovered or made up on the instant. A splendid exerciser, both physically and mentally.

But there are other features equally as important. Having, as it does, graduated bars always near at hand it is absolutely safe and requires no supervision. Permanently made of metal and compactly built to economize on space.

A. G. Spalding & Bros.

Playground Department
Chicopee, Mass.

play an outstanding example of what public organizations may accomplish in the provision of that healthful and wholesome use of leisure time so essential to the well being of a modern community.

The fact that the International Recreation Congress of 1932 will occur in Los Angeles just prior to and in connection with the Tenth Olympic Games is a fortunate coincidence for those who will attend this International meeting. The Olympic Games will provide sixteen days and nights of competition between the great athletes of approximately 50 nations, beginning on Saturday, July 20, 1932, and ending on Sunday, August 14, 1932. This competition will include athletics (track and field), boxing, cycling, equestrian sports, fencing, field hockey, gymnastics, modern pentathlon, shooting, rowing, swimming, diving, water polo, weight lifting, wrestling, yachting, international demonstrations and fine arts.

World's championships in all of these events will be decided while the highest type of competition will bring forth the best that every nation has to offer. The Olympic Games will be closely linked in interest to the International Recreation Congress, supplementing the meeting of the world's play leaders for the consideration of international problems of play leadership, and illustrating many of the ideas to be discussed in the convention.

Thousands of visitors will be expected in Los Angeles for the events of the Olympic Games and numerous special festivities will take place in the city in conjunction with the Games. Those attending the International Recreation Congress will have full opportunity to enjoy all of these activities to the utmost and at the same time will be able to see Los Angeles and Southern California at its carefree, gala, holiday best.

Orphans and Athletics

(*Continued from page* 451)

tional swaddling clothes and give young arms and legs the benefits of sun, air, exercise and a chance for normal growth. Village children are coaxed to the river's brim and in no time at all are brought to splashing joy and a new cleanliness. Little by little mothers have come, first to watch, then to take part, and now, according to the latest report, fathers are relaxing their dignity and joining in the new sport. The people had made no attempt to use their rivers for bathing until the gentle insistence of the Foundation's nurse led the way.

Playing Fields for Belgium

(*Continued from page* 455)

work over completely to the Red Cross of Belgium which is providing the program. Sessions are held three times a week.

Our playground service is often called upon to give advice and practical help to schools, vacation colonies for children, vacation homes, orphanages, and institutions of all kinds. The Junior Red Cross of Belgium never misses an opportunity to carry on propaganda for playgrounds. A number of cities, notably those around Liege, are studying projects which were begun by the Red Cross.

Most of the playgrounds recognized as such by the Red Cross of Belgium have clubs for children and for adolescents. Employed boys and girls come to the grounds during certain hours of the week or on Sunday mornings. They enjoy outdoor and indoor games and use the playgrounds as a starting place for excursions and trips.

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In Times of Unemployment

GREAT as is the loss of money in time of unemployment it is as nothing compared to the loss of spiritual power, vigor, and will to progress. There must be conscious effort to keep this loss of courage and morale down as far as may be. The whole rhythm of living is disturbed. Men wander lonely, not at home, lost—in a universe that seems to them like a foreign country. Even the landscape seems to change.

Winning back our stride is spiritual, cultural, as well as economic. The whole art of living is involved. Recreation is a poor word. What it is that man wants to do, to be, to become is now supremely important. More men are today thoughtful as to what really matters than ever before. Money—even labor has been taken away. Is anything left? Is there music, drama, art, sport, life? Or is there only an empty shell?

Never before has there been need of more fundamental thinking as to play, recreation, living.

Anything may happen in Germany, in England, in Australia, and even in the United States except as we provide adequate opportunity for living the kind of life that man wants, for the kind of creative activity for which man is hungry—and this does not mean a heavy cost per person, if the community and the nation have done their part.

In times of unemployment recreation centers are "just as important as banking centers." Recreation is a form of relief—just as essential as food or other relief. In so far as doing happy things together keeps our courage up—recreation is the more necessary for all of us in times of depression, for depression is in part a disease of the spirit which requires a spiritual remedy.

HOWARD BRAUCHER

Merry Christmas to All!

Courtesy Bureau of Recreation, Scranton, Pa.

Scranton's community Christmas tree will stand 45 feet high and there will be a 6 foot star at the top. The tree will be made up of 200 trees ranging from 6 inches to 18 feet in height. These will be nailed to a 65 foot wooden pole. There will be approximately 1,600 lights on the tree itself, the globes being of many different colors. The star, which will have 125 additional lights, will revolve at the rate of 3½ revolutions per minute. The cooperation of the Bell Telephone Company, the Scranton Railroad Company, the Scranton Electric Company, the Park Department and a local electrician, who are assuming a large percentage of the cost, will make the actual expense to the Bureau only about $250. The Bureau of Recreation has blue prints and detailed information about the construction of the tree and the star which anyone interested may secure on request.

Our Joyful'st Feast

By Augustus D. Zanzig
National Recreation Association

This year there will be community Christmas celebrations everywhere. Music will add beauty to them all.

Each year the celebration at Washington centers about a living tree.

OF all the seasons and holidays of the year, and of all the other occasions for music, the one that sets the most people a-singing is Christmas. It is then that the impulse to sing takes hold of almost everyone, from the crooning infant to the oldest and most confirmed "monotone." It would be difficult to prove this omnipresence of Euterpe or Santa Claus or whoever else is the deity of carol-singing. But let even the most shy person find himself at Christmas time in a group that has been drawn into the mystery or delight and the full melodic flow of "Silent Night" or any other of the best beloved carols, and he will sing with fervor even if every other time and every other kind of song leaves him cold.

The Meaning of Christmas

This is, of course, mainly because the spirit of Christmas is essentially that of childhood with all its joy, friendliness, expressiveness, and the sense of wonder. It can awaken again in each one of us the child that we were or have longed to be. It is a time of rebirth or re-creation, a time for what is the very essence of the best that we mean by recreation. So it offers us not only one of the primary opportunities of the year for community and home recreation, through caroling, gathering around the lighted tree, festivals, plays, and other happy observances; it offers us also a clear view of human nature at its best, of a state of being which, while it is not the only kind that people seek and need in recreation, is supremely good and is all too rarely realized in the prevailing sorts of recreational activities. For example, in our singing of Christmas carols we often attain the spontaneity and expressiveness that have for generations been common among certain foreign peoples, but which all our tons of energy given to pepping up community singing groups too rarely equal.

In an article by Edward Yeomans in the November *American Magazine of Art,* he quotes from a letter written to him by an American boy who was bicycling through the Bavarian mountains. This boy is not a sentimentalist, but a sturdy, sport-loving medical student. He says, "On Sunday, by the side of the road, people had stopped and were singing part songs—one man leading. We dropped our bicycles and joined in —everybody that came along joined in. It was great. It looked like a stage affair, perhaps for our benefit—all those Bavarians in green coats, bright vests, and leather shorts, feathers in peaked caps. It didn't seem possible that this was the natural thing in Bavaria; that this was a fine day,

and that singing fine music on a fine day was the very best way to celebrate. But it was possible—and natural. Come on America!—what have you to offer? Answer, nothing."

Now, America has caroling to offer, even by groups who stop by the side of the road to celebrate. Candle-lighted windows are opened, though only slightly on the cold winter night, so that the people indoors may hear and perhaps join in the singing, and a lantern borne by one of the carolers may reveal red capes and caps bordered with "snow," or even the more colorful costumes of the waytes and mummers of "merrie England."

The supreme symbol of the Christmas spirit is the Holy Child of the Christians, but its essential meaning is so fundamental in human nature that the people of every sect and race may enter freely into that spirit. Rooted in the happy ceremonies and feasting that all northern peoples had as pagans carried on to celebrate the winter solstice—the return of the light—it has flowered in the celebration of the birth of the child who is beloved by Christians as the Light of the World. But even the pagans seem to have looked upon the natural event, the rebirth of the sun, as a time for a new beginning in their own lives, for a renewal of hope, joy and good-will among themselves. The evergreen trees, and the holly, mistletoe and ivy, are all symbols of the everlasting youth of life, as is the child, every child. It is no sacrilege to remember that every boy or girl is, in a sense, holy, bringing the hope of a better-than-what-is; and so is the joyous, kindly and self-forgetful spirit of childhood that is in every man and woman.

So now is come our joyful'st feast,
Let every man be jolly.
Each room with ivy leaves is dressed,
And every post with holly.

There are many kind of carols; some for every mood and taste. Many of them, like "Deck the Hall With Boughs of Holly," "Good King Wenceslas," and the wassailing songs, have no direct relation whatever to the Nativity, yet they are fully expressive of various phases of the Christmas spirit. But one of the loveliest and simplest of all carols is the French "Bring a Torch, Jeannette, Isabella," the words of which are presented in this article.

Bring a torch, Jeannette, Isabella!
Bring a torch, to the cradle run!
It is Jesus, good folk of the village;
Christ is born and Mary's calling;
Ah! ah! beautiful is the mother!
Ah! ah! beautiful is her Son!

It is wrong when the Child is sleeping,
It is wrong to talk so loud;
Silence, all, as you gather around,
Lest your noise should waken Jesus:
Hush! hush! see how fast He slumbers;
Hush! hush! see how fast He sleeps!

Softly to the little stable,
Softly for a moment come;
Look and see how charming is Jesus,
How He is white, His cheeks are rosy!
Hush! hush! see how the Child is sleeping,
Hush! hush! see how He smiles in dreams.

The Crêche

In France, the place that in our children's hearts is taken by the Christmas tree, the stockings by the fireside, and the coming of Santa Claus is taken by the crêche or manger. It shows the scenes of the Nativity, with the cradle, the Mother, the shepherds, the ox and the ass, and perhaps the Kings and the Star. It is made or arranged by the mother or father with all the mystery and surprise that attend the dressing and lighting of our Christmas tree. After supper on Christmas eve it appears on a table and all the family from the babies to grandma and grandpa gather round it singing Noëls, the old carols of France, and then pointing out to each other the details of the beloved representation. For it is likely to have new little figures each year. Beside the crêche stands a little bowl full of green growing blades. Three weeks before Christmas, on St. Barbara's Day, December 4th, the children fill a proper-sized bowl with earth, and plant lentils in it that have been soaked overnight. By Christmas eve it is a pretty mass of bright green.

Later than usual the children go to bed with the promise that they will be awakened in time to hear the Christmas bells that fill the streets with the invitation to come to the church and see there the most beautiful crêche of all. The children are awakened, with great excitement they dress in their best clothes, and young and old join the hurrying groups of neighbors all going to the church. In olden times torches were carried along to light the way through the often narrow, crooked streets. The words of the carol are derived from this custom.

Knowing this, it is delightful to read of the first crêche that was made to show what happened at the Nativity. It was arranged by St. Francis of Assisi, that lover of mankind, in 1223, to tell the unlettered people of Grecia, in Italy, the Christmas story. He caused a manger, ox, ass, and all the trappings of a stable to be prepared in the little village church. Mrs. Oliphant tells

of it in her "Francis of Assisi" (Macmillan):

"Francis and his brethren arranged these things into a visible representation of the occurrences of the night at Bethlehem. It was a reproduction, so far as they knew how, in startling realistic detail of the surroundings of the first Christmas. . . .

"The population of the neighborhood . . . gathered round the village church with tapers and torches, making luminous the December night. The brethren within the church, and the crowds of the faithful who came and went with their lights, in and out of the darkness, poured out their hearts in praises to God; and the friars sang *new canticles* which were listened to with all the eagerness of a people accustomed to wandering jongleurs and minstrels, and to whom such songs were all the food to be had for the intellect and imagination. . . . "We are told that Francis stood by this, his simple dramatic representation, all the night long, sighing for joy and filled with unspeakable sweetness. His friend, Giovanni, looking on, had a vision while he stood apart, gazing and wondering at the saint. Giovanni saw, or dreamed, that a beautiful infant . . . lay in the manger which he had himself prepared, and that, as Francis bent over the humble bed, the Babe slowly awoke, and stretched out its arms towards him. It was the child Christ, dead in the hearts of a careless people, . . . but waking up to new life, and kindling the whole slumberous universe around him at the touch and breath of that supreme love which was in his servant's heart. . . ."

Playground children of San Francisco in a beautiful production of the manger scene.

It is said that from this "play" given by St. Francis grew all the Mystery-plays of later days and much of our Christmas caroling. Hymns or chants celebrating the Nativity had been sung even in the earliest days of the Christian church, but from the spirit and simplicity of this play and its "new canticles" a freer, more popular sort of Christmas singing arose, the sort that we recognize when we distinguish carols from hymns.

Christmas Carols

The carol, "Bring a Torch, Jeannette, Isabella," is presented herewith because when it is known it becomes as beloved as any other; and it is quite different, adding another color to the already richly varied expressions of the Christmas spirit. A choral arrangement of it (fit also for unison singing) with accompaniment, can be secured from the E. C. Schirmer Music Company, 221 Columbus Avenue, Boston, for 12 cents.

The following collections are the best inexpensive ones:

Sheet of Christmas Carols, words only. The National Recreation Association, 80c per hundred.

O, Come All Ye Faithful
Silent Night
Hark! The Herald Angels Sing
O Little Town of Bethlehem
Deck the Hall
Here We Come A-Caroling
It Came Upon the Midnight Clear
Good King Wenceslas
The First Nowell
God Rest You Merry, Gentlemen

Community Christmas Carols, words and music. The H. W. Gray Company, 10c each.

Adeste Fideles
The First Nowell
Good King Wenceslas
God Rest You Merry, Gentlemen
We Three Kings of Orient Are
The Cherry Tree Carol
What Child is This?
Good Christian Men, Rejoice
The Holly and the Ivy
The Wassail Song
Silent Night
O Little Town of Bethlehem

Standard Christmas Carols No. 1, words and music. Theodore Presser Company, 10c each or $6.00 per hundred.

Adeste Fideles
Away in a Manger
The First Nowell
God Rest You Merry, Gentlemen
Good Christian Men, Rejoice
Good King Wenceslas
Hark! The Herald Angels Sing
I Saw Three Ships
Joy to the World

(*Continued on page* 530)

TORONTO—A Royal Host to the Recreation Congress

J. Earl Birks
Toronto

IN reviewing the Recreation Congress held in Toronto in October, one of the factors which stands out as contributing so definitely to its success, not only from the point of view of visitors from the United States, but also from the standpoint of benefit to Toronto and the Dominion generally, is the outstanding work of the Toronto Arrangements Committee.

The committee, representing all the important phases of community life in Toronto, was organized under the leadership of W. G. Watson, Honorary Chairman, J. Earl Birks, Chairman, William Bowie, Vice-Chairman, Oscar Pearson, Vice-Chairman, and Miss Margaret S. Gould, Secretary, to prepare for the Congress. Other members of the committee were Gilbert Agar, Jessie I. Archer, S. H. Armstrong, P. L. Bartlett, Barbara Blackstock, Louise M. Burns, C. E. Chambers, Mrs. J. W. Dyas, A. D. Hardie, D. M. LeBourdais, Mrs. W. L. McFarland, Mrs. G. Cameron Parker, Mrs. H. P. Plumptre, J. J. Syme and Jean Walker.

William G. Watson
Toronto

William Bowie
Montreal

The committee set itself several tasks. First, to express the hospitality of Toronto to its visitors. Every Congress delegate present knows how well this was done and will remember pleasantly the genuine, cordial interest found on every hand; the generous transportation facilities furnished; the demonstrations; the social events arranged; the efficient information service always available.

Margaret S. Gould
Toronto

Second, to make the Congress known. How thoroughly this was accomplished is indicated by the fact that over three hundred citizens of Toronto actually registered and took part in the Congress.

Third, to obtain for Toronto the largest possible benefit from the Congress. Already this effort is bearing fruit. The committee has become permanently organized to conserve and further extend the interest in recreation created by the Congress. Other community groups have reported a revival of interest and the initiating of new recreation projects.

Oscar Pearson
Toronto

Here is a local arrangements committee that saw the possibilities of the Congress, worked untiringly to realize them, and is already seeing the results in a community response to recreation. Special commendation and appreciation are due to the officers for the splendid leadership furnished the group, and for the unusually effective work done.

The Eighteenth Annual Recreation Congress and Unemployment

The importance of recreation in the present unemployment situation was the outstanding subject of discussion at the Congress at Toronto.

THE special responsibilities and opportunities which confront community recreation today as a result of our present unemployment situation were the subject of many of the most important talks and discussions at the Recreation Congress in Toronto. Thoughtful and forceful presentations were made by Dr. John H. Finley in his opening address and Dr. L. P. Jacks in his talk before a group of more than 1,500 listeners. The subject was the heart of the messages to the Congress from the President of the United States and the Premier of the Dominion of Canada. Recreation and unemployment was not only discussed at the special meeting of recreation executives and at a special meeting arranged for the discussion of it, but pervaded also many of the other discussion groups. It was the liveliest topic at the multitude of personal conferences held between meetings and many were the requests made for specific data relating to local recreation service to the unemployed.

The evidence was overwhelming that the unemployment situation is a vital factor in community recreation work in nearly all communities providing recreation service. It is evident that local leaders are thinking of the most effective ways of using unemployed labor in the development and extension of recreation areas and facilities; in providing recreation opportunities for the larger enforced free time of the unemployed and in protecting the play life of the children of America.

As a result of the numerous requests coming to the Association for concrete suggestions, a composite statement of the various activities of different cities so far as they have been reported to the Association, is presented. This is an attempt, not to prepare a complete listing of all the reports from all cities, but to present an outline of all the possibilities for use of the unemployed in local recreation work and for the provision of recreation opportunities for the unemployed. No one city is doing all that is outlined, probably no one city can do them all, but it is hoped that each city will study this composite list and use it as a basis for planning its own local program designed to meet this special problem.

"During the war time the government recognized man's spiritual needs and spent millions of dollars on recreation for the soldiers.

"Playground teachers and recreational leaders, able to make folk sing and laugh, were hired by the government and sent to camps in America, Italy, France and England to give men 'spiritual food.'

"During the Santa Barbara earthquake not only were soup kitchens established but bands were organized, public dances held, and community 'sings' planned as a part of the rehabilitation program.

"In times of depression more money and still more money should be spent on recreational work and character-building activities. Something which will help the family, and especially children, from destitute families, get away a few hours into a 'make believe' world."

Use of Unemployed "Labor"

In planning for the use of the unemployed in recreation systems, cities have thought immediately of the use of unemployed labor in the extension and improvement of areas, fa-

cilities and buildings. Unskilled labor has been successfully used in improving old areas and in grading and improving new ones. To develop the greatest opportunities for use of labor of this type, it is essential that imagination and aggressive promotion effort be brought into play so that new areas can be secured through bond issues and appropriations, through donations of individuals, through setting aside of areas by real estate subdividers, through the leasing or free use of vacant areas for sufficiently long periods to justify improvement.

The generosity of private individuals in the donation of park and recreation areas in the past has meant a great deal to the movement. A recent study of the Association indicates that approximately one-third of the present total municipal park and recreation acreage of the country is donated acreage. In some cities the donated acreage is the total acreage. Today as never before the donation of land offers to the public-spirited citizen a dual opportunity for public service—an opportunity to make a permanent contribution to the parks and recreation needs of his locality, and an opportunity to provide work for the unemployed.

The unemployment situation in Milwaukee, Wisconsin, has been reflected in the greatly increased attendance at the social centers. The attendance for October, 1930, showed a very large increase over that of October, 1929. It was found that the greatest increases have been in those districts where the greatest number of unemployed persons resided. In the manual training classes last winter men made toys for their children so that Santa Claus could come as usual. Women, too, made Christmas gifts and an unusually large number were in the sewing classes where they could learn how to make over their clothes.

Many real estate developers in recent years have been setting aside land in new subdivisions for permanent park and recreation use. Doubtless many more would be glad to do so now if they could be assured that cities would accept and improve them. Cities have sometimes been obliged to refuse desirable areas because of lack of funds for improvements, thus losing forever, perhaps, needed open spaces. A cooperative plan now can help the city, the unemployment committee and the realtor. Why not suggest that the realtor donate the land, the unemployment committee the labor for its improvement and that the city accept the land, supervise its improvement and provide leadership where required?

Oftentimes much can be done through securing contributions of materials for the erection of such small buildings as shelter houses. Park and recreation departments have found it possible to secure special appropriations for the purchase of tools and materials necessary to the effective use of unemployed labor, these additional funds to be restricted to such purposes. Among some of the types of improvements made through the use of this special labor are:

Resurfacing of tennis courts, playgrounds.
Construction of new tennis courts.
Construction of new playgrounds.
Construction in park areas of special facilities for such games as roque, croquet, bowling on the green.
Construction of new and improvement of old golf courses.
Building wading and swimming pools.
Trees felled and brush removed.
Replanting.
Concrete water fountains.
Bridle paths.
Grading.
Cinder paths.
Stone walls.
Earth and other filling.
Concrete curbs.
Concrete walks.
Dirt roads.
Pipe fences.
Gutters, drains and ditches.
Rustic bridges.
Culverts.
Earth paths.
Concrete fence posts.
Concrete benches.
Brick sewers.

Use of "White Collar" Unemployed

Cities generally have found that additional supervisory workers are required if this special labor is to be effectively used. They have secured such supervisors through the assignment of "white collar" workers by unemployment committees to park and recreation departments, for service as foremen.

The use of "white collar" workers is in most cities an important problem of the emergency employment committees. Some cities have been able to secure effective supplementary leadership and supervisory service through the use of individuals secured through emergency employment committees. These workers have been carefully selected for their previous experience and natural ability for use in evening recreation centers for adults; for manning playgrounds and other outdoor areas where such areas would be otherwise closed because the regular budget for leadership covers

only a short season. They can serve effectively also as activities specialists, where they have been selected because of their professional or technical training and experience, or because of special ability arising from their own personal hobbies. They can be used effectively with arts and crafts groups, and for the conduct of music, drama and physical activities. In addition to being used successfully in existing centers and on existing grounds, they can be used in special centers opened to meet the recreational needs of the unemployed.

In the use of unemployed individuals in these ways, it is essential, of course, that provision be made for special intensive training and that reasonably adequate supervision be provided by the department through its executive or his staff.

Recreation Service to Unemployed

The recreational needs of the unemployed have been reflected in a tremendous increase in most cities in the use of existing outdoor and indoor recreation centers. In many cities budgets have not been increased sufficiently to permit the regular employment of the additional personnel needed for such centers, and in some cases this additional personnel has been secured through local employment committees as mentioned above. It has brought about the necessity in many cities also of opening new centers and extending the regular program. It makes possible a special appeal for the wider use of school buildings, church centers and other indoor facilities well adapted for recreation use. Many localities should find it possible to secure the opening of more school buildings with the school boards meeting the special expense for light, heat and janitor service. School boards are often willing to make exceptions from the general policy requiring such expenditures to be met by the groups using the centers, where the additional use is a result of and a direct contribution to the unemployment recreation program. The additional personnel for these centers might be secured as suggested above.

In addition to the recreation service to unemployed through the present program and its extension, in many cities there may be the need for establishing special centers for the unemployed for their use during the daytime from nine or ten o'clock on, inasmuch as no work opportunities are usually available for them aften ten o'clock in the morning.

There is undoubtedly a question as to the wisdom of encouraging the unemployed to spend their time together in large groups while waiting for work. Time not actually spent in registering or looking for work might better be spent with family groups or other normal groups not exclusively "unemployed" or labeled "unemployed." Many emergency committees are using registration systems so that those needing work can wait at home or within easy call of home. However, when men do gather together themselves, regardless of employment methods in use, or where they feel they must keep in close touch with the employment office, it is obviously advisable tc have them congregate in centers where provision is made for them to occupy their involuntary leisure and not to leave them entirely to their own thoughts or to morbid and destructive discussions among themselves.

The cities which have established such centers have found them successful, and have located them in connection with, adjacent to or located as near as possible to the emergency employment registration centers. In most cities these special centers are restricted to those unemployed who are conscientiously endeavoring to find work and follow the system of having the unemployment registration card as the basis for use of the recreation center. Such centers might well be located in larger vacant store spaces, lofts, armories, fraternal and other club rooms, and similar places where space can be secured without cost and where it is adequate and conveniently located.

Some cities also have the problem of providing special recreation centers in connection with lodging houses.

In those cities where special centers are already in operation, it has been found that the following activities have proved popular:

Music participation

Musical programs furnished by outside organizations

Reading material

Checkers, cards, puzzles, pool, shuffleboard, ping pong, handball, boxing, basketball, quoits, tennis, box hockey

Special programs, such as boxing shows, minstrel shows, home talent nights, outside talent nights, moving pictures

This list is not complete but indicates the type of activities which have been appreciated and enjoyed where already provided.

In many cities there will be opportunity to interest churches, fraternal orders and similar groups in opening their rooms and facilities for

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Today's Unemployment and Tomorrow's Leisure

Play, recreation and leisure. What have these to do with education? A philosopher gives us the answer.

By L. P. Jacks, LL.D.

Dr. Jacks, Principal Manchester College, Oxford, England, and Editor of the "Hibbert Journal," is spending this year in America under the auspices of the National Recreation Association helping to interpret to community groups the philosophy underlying the leisure time movement.

"The words play, recreation, leisure, are the names of a great opportunity for awakening the dormant creativeness of human beings which other circumstances of their present lot are tending to suppress, and which education has hitherto neglected."

IF I were to address you tonight as a recreation expert who could instruct you in the technique of games and pastimes, I should be assuming a qualification which I do not possess myself. My qualification to speak to you tonight, if indeed I have any at all, is of quite a different kind. I speak to you as an educational dreamer, but as a dreamer who has lived long enough to see one of the best of his dreams come true in the very work of this recreation movement.

For many years I have been appealing to my fellow educators to bring recreation into the sphere of positive education, to make use of the play instinct as one of the great driving forces for training the body, the mind, and the character of human beings, and I have been appealing to them to carry the work of education beyond the point where it stopped short in the acquisition of knowledge, to the far higher point of creative activity. For many years I have been pleading that the liberal education of the body, which is a much higher thing than athletics as commonly understood, should be carried on with the liberal education of the mind.

For many years I have been urging that education must prepare for leisure as well as for labor and that it could never prepare for either of

them effectively unless it prepared also for the other. This is what I have believed in, hoped for, aimed at, and dreamed of, and here tonight my dream has come true in the work which this conference has done, on which it has met in Toronto to promote. I rejoice to see this day.

Last night I saw something very wonderful in this hall which filled me with hope and which seemed to me to reveal the whole secret of our recreation movement. I saw a crowd of human beings rapidly transformed by a simple and beautiful art into a joyous communion, happy in each other's society, not merely having a good time, but having a good time all together, which is a very different and much higher thing, and it seemed to me that this crowd, transformed into a happy community by those simple arts, was a kind of first sketch of the brotherhood of man.

The transformation of the crowd into the community—that, I venture to think, is the summary mission of your recreation movement. What was done last night within these four walls, and in ten minutes, remains to be done for the human family at large—the transformation of the human crowd into the human community the wide world over. But it will not be done in ten minutes, as it was done last night. Yet it will be done one of these days, and when it *is* done it will be found that our recreation movement has played a part second to none in bringing that to pass.

My old habit of dreaming, which I thank God I have not entirely lost, old fellow that I am, came back to me in full force as I watched the proceedings in this hall last night, as I saw visibly before me a crowd transformed into a community. That is the way, ladies and gentlemen, to "build your Jerusalem among those dark satanic mills in England's green and pleasant land" and in every green and pleasant land the wide world over.

What Has Play to Do With Education?

Play, recreation, and leisure. What have these to do with education? If this question had been asked twenty years ago, or even ten years ago, it might have been somewhat difficult to answer. If anybody had stated, at all events in the country where I come from, twenty years ago that play, recreation, and leisure lie inside the field of education and not outside, that they are things which education has to provide for and not merely to tolerate, he would have been dismissed as a faddist.

I speak from experience. Twenty years ago, a few of us began saying this very thing. We said that an education which trained young people for work but not for play, for labor but not for leisure, for toil but not for recreation, was a half-done job. The repetitional method, we said, of training young people for knowledge, mostly in the form of book learning and then turning them loose on the world with the creative part of them undeveloped, with no aptitude, with no skill, no interests for the occupation of their leisure, was a procedure that is humanly inadequate and socially dangerous. Not the way to make good citizens, not the way to make healthy men and women. That is what we said, but for the most part we were just voices in the wilderness.

We said that to small audiences. We could never have got such an audience twenty years ago as the one I see before me tonight, to listen to these things. They were small audiences, giving hardly any response to our pleas. There was much contempt among professional schoolmasters and university professors, and there was no enthusiasm for this recreation cause at all, and all we got for our pains was the reputation of being "grannies."

How different things are today! While I look upon this splendid audience tonight, I feel somehow as though I had emerged into another world. This great Congress is a witness to the change that has taken place in the public minds about recreation since then. All over the civilized world today education for leisure is coming to the attention of thoughtful men and women; it is opening up new prospects and arousing new hopes for humanity. This change is taking place in every country of Europe. There is not a country in Europe today, except one or two of the most backward, which is not thinking and planning about education for leisure.

These words, play, recreation, and leisure, have become momentous words in the educational vocabulary. A vast new field of educational possibilities has disclosed itself on the play side of life, and multitudes of educators are now beginning to see that there, on the play side of life, at the leisure end of life, lies an opportunity for building up that higher and nobler humanity which the old system of education, concentrated at the other end, gave little promise of achieving.

The discovery of the educational possibilities of the play side of life may be counted one of the greatest discoveries of the present day. It marks, I am convinced, the dawn of a new era in human education.

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What Does Unemployment Mean for the Unemployed?

Now, what are the causes of this rapid growth of interest in the problem of leisure? What brought it about? It has many causes, far more than I can enter into tonight, but there is one which has a special interest at the moment, because it is connected with the dark times through which all industrial countries are now passing. I refer, of course, to the terrible phenomenon of unemployment, now unhappily prevalent all over the world. What does unemployment mean for the great majority of the unemployed? These dark times are compelling us to face that question, and it may be, that in compelling us to face the question, our economic difficulties are rendering us a great service by revealing a new field for educational activity which we didn't see before or which we saw but imperfectly. But now that we see it clearly, it may inspire our educational efforts with new visions, new energy, new wisdom, and new ardor. If these dark times do that for us, we shall have something to be thankful for.

It is one of the uses of adversity that it often turns our minds to the things that matter most and compels us to revise our standard of values. I rather think that adversity may be doing that for us at the present moment.

What, then, does unemployment, as it now exists, mean for the majority of the unemployed? What it means in the economic sense we all know, but what does it mean in a human sense as affecting the life, the character, the health and the happiness of the unemployed, the human aspect of it, which concerns the educator as separate from the economist or the politician? Well, in the human sense, it means that millions of men and women, through no fault of their own, find themselves the possessors of vast amounts of leisure which, quite literally, they don't know what to do with—simply empty leisure, leisure without purpose, leisure without means. They find themselves in the possession of a vast amount of that sort of leisure.

Since the world began, no human being was ever made happy by having happiness poured into him from outside or ever will be to the world's end. The happiness that man's nature demands and craves for is impossible until the creative part of him is awakened, until his skill hunger is satisfied. Man's happiness, the happiness for which he was created, comes from within himself. Till then and till his happiness begins to well up from within through this self-active creative life, man is living on a starvation diet; he is devitalized; he is in low condition; he is wanting in mind and in body.

Now, we have all studied the unemployed in statistics and we have drawn our economic and political conclusions, and not very comfortable conclusions, either; but some of us have gone a little bit further than that and we have been studying these unemployed, not as statistics but as human beings. We have been asking, what are these unemployed human beings doing with themselves? How are they spending their time during the long weeks and months of this false leisure we call unemployment? The answer to that question varies in different circumstances and exceptions have to be made at many points, but there can be no doubt as to the general tendency in the way this leisure is being spent by the unemployed. For the vast majority of them, it is a period of human stagnation. For the vast majority of them, the dominant tendency of it all, humanly speaking, is downward, downward physically, downward mentally, and downward morally.

These people, speaking generally, will return to their work if ever they do, not in better condition as human beings, but in worse. Here and there, no doubt, you will find a man or a woman who will seize the opportunity of his unemployment for reading, or for studying, or for acquiring some art or craft or for the cultivation of his soul, but for one who spends the time in those ways you will find one hundred, nay, a thousand, who merely stagnate.

I was in Madison Square last week and it almost broke my heart to see those hundreds of human beings just stagnating there, and I have seen the same thing many a time at home.

Well, the sad thing from the educators' point of view is this, that the education which these people have received in the public school has prepared them to do little else than stagnate when they fall out of work. Many of them, indeed, have had to be called avocationally trained, especially the white-collared draft of unemployed. They have had avocational training. They have been trained, and possibly well trained, for the jobs by which they have earned their living.

One of the white-collared unemployed writing me the other day said this: "So long as my job was there, my education helped me along splendidly, but now my job is gone, I am as empty as

a barrel. My life is dull and drab and every day is on the verge of becoming vicious."

Perhaps I may say, in passing, that the unemployed are not the only people in modern society who find themselves in that empty-barreled condition when they pass from their work to their leisure. I have heard of men retiring from business with large fortunes to their credit, but with their barrels just as empty as that of my young friend when he lost his job. If you study the way people generally are spending their leisure time today, employed as well as unemployed, rich as well as poor, you will find that a great deal of it consists of a filling up of empty barrels with rather questionable stuff. Much that goes by the way of amusements is just that. How many of our places of amusement, how many of our pleasure resorts, how many of the movies and the talkes might well write up over their doors, "Empty Barrels Filled Up Here."

Perhaps I am impressing this thought a little too hard, but I think it is guessing fairly well at the condition of multitudes both rich and poor who depend for the filling up of their leisure on ready-made pleasures and external excitements.

Now education for leisure is no attempt to harbor that condition. A man or a woman educated for leisure will not depend upon other people to keep amused. That, I might state, is the definition a person gave for leisure, that he who is educated for leisure doesn't depend upon someone else to give him amusement. He will amuse himself. He will be, as the Germans now say, "self-active," in his leisure, and not a mere passive receptacle for pleasant experiences that have to be poured into him from outside.

Creation Fundamental to the Philosophy of Leisure

That leads me to say a word that shall not be a very long one about a fundamental truth which underlies this work of our movement and which accounts at all events for my old firm belief in the value of what we are attempting, a fundamental truth of the philosophy of leisure as I understand it. Man, as we are now coming to understand him, is by nature and in essence, a creative being. Creation, in one or other of its endless forms, is the essential function of man. It is the keyword of human nature. We are told that man was made in the image of His creator. How, then, can he fail to be creative, himself? His body is a creative instrument, wonderfully and fearfully made for creative purposes. His mind, as a corresponding function, his mental faculties, might be defined as a kind of organized conspiracy to direct and vitalize the creative activities of his body.

Man is a skill-hungry animal, hungry for skill in his body, hungry for skill in his mind, and never satisfied until that skill-hunger is appeased. After all, what a discontented miserable animal man is until he gets some kind of satisfaction for this skill-hunger that is in him! Self-activity in skill and creation is the summary mark of human nature from childhood right on up until man's arteries begin to ossify.

This conception of man has for centuries been put forth; that he is skill-hungry and creative is not a new conception. It is as old as the philosopher, Aristotle. The revival of this idea of human nature as skill-hungry and creative in modern times marks a profoundly significant advance in the right understanding of ourselves, of our children and of our neighbors, and unless I am mistaken, it heralds a revolution in education.

We used to be told, and we are often told today, that man was created for the enjoyment of happiness. I would be the last to deny that. There is a profound truth here, but it is a truth that is very often misunderstood. We misunderstand it when we think of man as though he were empty-barreled, waiting to be filled up with happiness from sources outside himself, that is the way to misunderstand human happiness. Since the world began, no human being was ever made happy in that way, by having happiness poured into him from outside, or ever will be to the world's end. The happiness that man's nature demands and craves for is impossible until the creative part of him is awakened, until his skill-hunger is satisfied. Man's happiness, the happiness for which he was created, comes from within himself. Till then, and till his happiness begins to well up from within through this self-active, creative life, man is living on a starvation diet; he is devitalized; he is in low condition; he is wanting in mind and in body. Created for the enjoyment of happiness, yes, but on those terms no amount of ready-made pleasures purchased on the market, no intensity of external excitement, will ever compensate for the loss of creative impulse, or for the starvation of his essential nature as a skill-hungry being. That is a fundamental truth, and to me there is no truth about human nature that I find more certain, more important, more vital, whenever the education of human beings, either of children or adults, is in question.

And now, what has this to do with the work of this Congress? What has this fundamental truth to do with the play and recreation that we study? As I see the matter, these words, play, recreation, leisure, are the names of a great opportunity for awakening self-activity, the dormant creativeness of human beings which other influences and other circumstances of our times are unhappily tending to suppress.

The Significance of Mechanization

We all know what has happened to England, what has happened all over the world. We know how mass production and mechanization has affected the whole field of work, agriculture not excepted. We see this process of mechanization going on everywhere with increasing rapidity. We are looking forward to times when mechanization will be far more advanced than it now is, and some authorities, some of the highest authorities, are predicting that in the not very distant future the working day will be reduced to four hours, or even to three.

Man is a skill hungry animal, hungry for skill in his body, hungry for skill in his mind, and never satisfied until that skill-hunger is appeased. After all, what a discontened and miserable animal man is until he gets some kind of satisfaction for this skill-hunger that is in him! Self-activity in skill and creation is the summary mark of human nature from childhood right on up until man's arteries begin to ossify.

Well, what would that mean? What would an approximation to it mean? It would mean the creation of an enormous amount of free time, enormous in the total to be used, or misused as the case may be.

From a human point of view, as distinct from the economic, this process of increasing mechanization is unquestionably injurious. From the human point of view it has greatly reduced the area where personal skill is possible, without, of course, destroying it entirely, and that is a human misfortune because personal skill in one or other of its countless forms is an essential element in the human life.

But happily that is not the end of the story about mechanization. If mechanization is extinguishing skill at the labor end of life, it also is creating leisure at the other end, and may not that leisure that machinery creates by reducing the hours of work offer to man an opportunity for recovering the skill, and of enjoying the skill, which the machine is destroying at the other end? There are some of us who think that it does so.

In the increasing total of work-free time that is now certain, we see an opportunity for making good what has been lost through mechanization, and far more than making good, we see in it an opportunity for the highest form of human education. Not for a moment will we allow that education for leisure is a trivial thing, a mere device for adding a little enjoyment to a dull and joyless life. We claim it an essential thing, essential to health, happiness, character, intelligence, vitality of our great population. There can be no doubt that if we succeed in setting on foot a sound education for leisure, the effects of it and the reaction to it on the mechanical end of our civilization will be profound and far-reaching. Great readjustments will be necessary and some of them perhaps will be painful. Industry would have to adapt itself to a new condition; new and higher demands would spring up at the leisure end of life. That part of industry which is now occupied in meeting the demands of a wasteful and uneducated leisure would tend to disappear, and there is a good deal of our modern industry, when you come to think of it, which is occupied in just that, in administering to the demands of a wasteful and uneducated leisure. Ugly and worthless things would cease to flood the markets; goods of high quality would take their place. Houses would be better built, cities would be more beautifully laid out, clothes would be made of finer stuff, food would be more wholesome.

So, in the long run, machinery itself, mass production itself, might become infected with the passion for excellence, the passion for excellence in the place of the passion for gain, and so turn into an ally and a supporter of the higher education of mankind.

In what I have said—I have of course confined myself to the general aims and motives of our movement—a thousand questions arise as to how this is to be done and how that is to be done, but for the moment I brush them all aside because my belief is that so long as we know what we are after, so long as our purpose is clear and our hearts courageous, the difficulties will not be found insurmountable and the dangers, of which there are many, will not be fatal.

The truth is that you and I in this recreation movement, have embarked on a very great adventure. We are like Columbus, setting out to dis-

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Recreation in the Unemployment Crisis

By John H. Finley, LL.D.
First Vice-President,
National Recreation Association

Courtesy Playgrounds Association of Philadelphia

Such games as box hockey are meeting with whole-hearted and enthusiastic approval.

WE are to be congratulated in holding our Recreation Congress in Canada which has come to be a great recreational area in America. There are no tariff walls on either side to prevent recreational exchange; no duties on the northern side on the alluring scenery, the shadows of trees, the songs of brooks or the better health that returning visitors take back with them in their bodies and spirits.

Canada is thought of as a land of summerings, but increasingly it invites the South to share its winter days. Someone has said that since the youth of my latitude come in such numbers to you in winter for the sports, while the aged go to Florida and other subtropical regions, we shall become the zone of the middle age.

An English scientist has recently suggested economic hibernation as the solution of our present unemployment troubles, it being regarded now as scientifically possible that human beings may become hibernating in their habits, going into an unwaking sleep or torpor for periods. It is stated that the body might be kept living in a state of hibernation for fifty years with no more aging than would occur normally in two and one-half years. A de-hibernating department of the Government would, in cooperation with the Labor Department, call the sleepers back to activity when the demand was again active for particular skills.

But a better method of human endurance of the slack periods is to fill them with activities that make for human happiness. Who, after all, would wish to hibernate as the bear or certain other animals when there is such an interesting world as this to keep awake in? While we live, let us live and be as happy as we can, playing the game, more and more conscious that the whole planetary population are our fellow players.

The original meaning of "play" was exercise, or free movement or action, but Shakespeare in "All's Well that Ends Well," uses it as a synonym for lack of employment. The two definitions are united in one when play becomes free exercise of body or mind in hours or days or weeks or months of unemployment, voluntary or enforced. Play, or its equivalent, recreation, which is the very opposite of idle-

PRESIDENT HOOVER GREETS THE RECREATION CONGRESS

"Since wisely directed playgrounds for children and organized recreation activities for youth and adults contribute so much to the health, morale, and happiness of the public, I take great satisfaction in greeting the Congress of Recreation Leaders of the United States and Canada assembled in Toronto, and in wishing them every success in planning to sustain and extend recreation facilities and programs. All agencies which help to build health and character are especially necessary in these days and merit whole-hearted and generous support."

ness, becomes the free exercise of the unemployed. And I believe that those who are seeking to provide proper recreation for the nations in this period of slackened employment have as important a part to play as those who are seeking to adjust production and consumption and to discover the economic rhythm of our planetary life.

President Hibben of Princeton said to the students at the opening of the new academic year that the spirit of the universities should be one of elation that the opportunity had come to them to show their readiness and ability to meet a situation with the moral equivalent of that which war has developed in many. And as in the war the recreational agencies were evoked to maintain the morale of those to whom the brunt of battle fell, so now they are as greatly needed in supporting the morale of those who face the vicissitudes of today and the anxieties of tomorrow.

The nation's resources are being organized to see that, as Thomas Lamont said, "no deserving person lacking employment shall at the same time lack shelter and food." But it is the responsibility of those who are in normal times concerned with the recreational life of communities to see that no person lacking employment shall lack such enjoyment of life as they can offer. They cannot perhaps do anything directly to shorten these periods of enforced leisure but they can make them less miserable, less demoralizing, less staggering, even less distressing economically. And especially must the children whom we have invited to this planet and particularly to this part of it and promised the inalienable rights of "life, liberty and the pursuit of happiness," be given protection.

Improving Recreation Areas as a Relief Measure

In many communities where relief has taken the form of providing opportunity for work, rather than food, clothing or shelter, that work has been largely applied to the improving of recreational areas and parks. Youngstown, Indianapolis, Duluth—all the way across the continent — such a public policy has been adopted. New recreation areas and special recreation facilities have also been very widely provided, new children's playgrounds, athletic fields, tennis courts, shelter and field houses, bridle paths and tracts, and many other recreational features.

Moreover, appropriations have been generously made for improvements through the direct employment of local labor. Birmingham, Alabama, for example, raised a half million dollars through a bond issue, the funds being used to develop tennis courts, swimming pools, an outdoor theater, to improve thirty-one different park areas and make more effective their recreation service. Here, too, the list of what has been done by localities is a long one. For the Pacific Coast alone the total made available through special tax appropriations and bond issues for park and recreation improvement last year totalled eight and a half million dollars, with additional bond issues totalling nearly three million dollars already scheduled or proposed.

Localities probably will be facing increased demands this coming year for tax appropriations for direct relief. We may find it increasingly difficult to get appropriations or new bond issues for general park and recreation improvements because of these other more direct demands upon local public resources. We must work, however, for continued tax funds for the expansion of recreation areas and facilities, where such expansion contributes directly to relief of unemployment. We must use imagination and ingenuity in securing new areas through other than public purchase. The study of donated park and recreation areas made recently by the National Recreation Association indicates that probably one-third of the present total municipal park acreage in the United States has been acquired through the generosity of public spirited citizens. The park and recreation movement owes much to those who have donated such areas to their communities. Is not the present a particularly appropriate time for a revival of this practice? Are there not open spaces in or near many of our localities which are suitably located and appropriate for recreation purposes and which might well be donated for such permanent public use? The cost of purchasing such lands

A MESSAGE FROM THE PREMIER OF CANADA

"I am delighted to send a message of good wishes to the recreation leaders who have gathered in Toronto from the United States and Canada to discuss the facilities and administration of public recreation. The right kind of recreation is a necessity in modern communities. During these trying days of economic depression public expenditure should not be cut from the morale-building activities of parks, playgrounds, community centers and other recreation facilities. Best wishes for a most successful convention and a most pleasant visit to the Dominion of Canada."—R. B. Bennett.

would be a difficult item for many localities to finance at the present time. Where they can be secured without cost, where labor can be furnished through the use of unemployment relief funds, there is here a splendid opportunity for a double contribution to public welfare.

We can safely state that the recreation movement has been doing its bit to provide work for the unemployed. It must continue to do so.

Recreation Opportunities Essential

There is time to present only a few facts, but they indicate clearly that we must provide recreation opportunities for using the present tremendously increased leisure time. The report of the recreation service in Milwaukee, Wisconsin, in 1930, as given to the Common Council, showed a greatly increased attendance at the social centers of Milwaukee. An analysis showed that the greatest increases in use occurred in those districts where the largest number of unemployed persons resided. Other cities have similar reports to make: Richmond, Virginia, recently reported an increase of one hundred per cent in the use of existing facilities; Memphis, fifty per cent; Detroit, Lynchburg and Los Angeles all report decided increases in the demands made upon them for public recreation service. This increased demand is not limited to just a few cities. It is general throughout the country.

The attendance at community buildings in about one hundred cities, devoted exclusively to recreation activities, increased from an average of 46,000 per building in 1929 to nearly 67,000 per building in 1930, showing an increased use of such existing facilities of forty-five per cent. An analysis of the use of more than 1,000 indoor recreation centers, other than community buildings, located in more than one hundred cities throughout the country, showed an average increased use per center of sixty-two per cent.

The history of community recreation indicated that we should expect some increase in 1930 over 1929, but the extent of the increase was so great that we are obliged to infer that the unemployment situation is responsible for a large percentage of it. Certain other figures are of like import. The average increased use of all summer camps maintained by community recreation organizations was sixty-six per cent; the average increase in attendance at public bathing beaches was 130%. A number of recreation leaders report that these increases are due in part to the fact that families usually going away for the summer were unable to do so last year, being obliged to rely on nearby beaches for their contribution to summer recreation, and that families which formerly took their children to the country with them or sent their children to camps privately maintained, were financially unable to do so last summer and called upon public recreation camps operated at cost to provide for their children what they previously had provided from their own pocketbooks.

Some cities have established special additional recreation centers for the unemployed, usually in connection with lodging houses or emergency employment offices. We all know probably of the outstanding example of this service in Philadelphia, where a special center organized by the Playgrounds Association of Philadelphia, had an average weekly attendance last winter of more than 22,000. Cincinnati, Highland Park, Michigan, and other cities have made special provisions of this nature.

We have specific local testimony and reliable figures covering most of our larger urban centers which clearly indicate that we not only have a responsibility for meeting the recreational needs of the unemployed, but that we *are* meeting them. Who knows what the demands next year will be? They will surely be as great and possibly greater, and they must be met. They cannot be met, however, except as local support of recreation service is fully maintained and preferably increased, and only so long as support is forthcoming to maintain the national leadership essential in this phase of the depression, just as national leadership is essential in the employment and relief phases.

The Children Must Not Suffer!

Public statements are being made occasionally that while the people of our country are starving we have no right to spend money on recreation; we have no right to contribute money to the character building program of the country. Such comment is as unsound as it is unfortunate. Individuals of wealth do have tremendous pressure upon them for contributions for relief purposes. Our local and state governments are under terrific pressure to increase tax appropriations for relief. Local resources, public and private, are being mobilized to meet the need for food, clothing and shelter. This is only right. But America can feed, clothe and shelter its unemployed until work has been found for them, and it has the resources to do so without taking from the child those things which are rightfully his and which

he must have if he is to be the type of citizen who tomorrow will provide the quality of leadership for America essential to its sound progress and position of world leadership.

Those who are devoting their full time and thought to the present situation and who are familiar with all of its implications, do not agree with the prophets of expediency. Mr. Walter S. Gifford, Director of the President's Organization on Unemployment Relief, sent the following letter last month to the National Social Work Council, composed of more than twenty of the leading social work agencies of the country:

"The President's Organization on Unemployment Relief is an emergency organization concerned with problems growing out of unemployment and, therefore, emphasis is put upon unemployment relief programs. It is obviously important, however, that localities give careful consideration to a well rounded community program and undertake to carry forward health work, where needs will be increased; child care which will present even greater demands if the welfare of children is to be looked after; and that considerable group of activities of so-called character building agencies for whose services there has probably never been a greater need, if the morale of young people and adults is to be maintained."

The President of the United States in his message to this Recreation Congress states that all agencies which help to build health and character are especially necessary in these days and merit whole-hearted and generous support.

We all ought to be greatly encouraged by the way in which the American people last year have resisted the temptation of expediency and have followed the more constructive course. The record of local recreation service last year shows that public financial support has been generally maintained and even somewhat increased. In the item of trained leadership alone an increase of more than one million dollars was reported over the previous year, and a large part of this was undoubtedly for leadership in play activities for children. We find that not only did previously existing playgrounds increase their service twelve and a half per cent, but that 467 new playgrounds were opened for the first time and that the total playground service of the country increased 38% over that for 1929. We cannot get away from these facts. Children must be protected and our American communities are seeing that they are protected and we are confident that they will continue this support during the coming year.

The fine record of service of the recreation movement in 1930 is one of which we can be proud. It is one which we must use every effort to maintain and strengthen. Although our localities have tremendous pressure on them from many sources, they will not consciously move backward. It is essential that recreation leadership continue to interpret the movement to localities to keep before them its special contribution and its proper place in the local picture. We must give not only good service, but we must interpret it ably.

Our communities will stand behind us when they understand our message.

It is written in the Book of Genesis that the Lord blessed the day of His unemployment, His leisure time, whether it was a day or an age, and hallowed it. This suggests our high purpose: to help our fellowmen to hallow the periods of their leisure which, even in most prosperous times are, for millions, two whole days and large fractions of the five remaining days, so that their lives may be blessed by them and not cursed. Yours is as high a mission as that of those who teach man how to labor, and I say that on the authority of Dr. Jacks. The old Latin saying was that to labor is to pray—"laborare est orare," but I can believe that the prayer which most delights Him is when it is our chief end to glory and enjoy forever all that we make when we play, play creatively and joyously.

"Remember the days of leisure to keep them holy." That is the interpretation that should be given the Fourth Commandment.

How Two Recreation Departments Are Helping

THE newly organized brass band fostered by the Playground Commission of Cedar Rapids, Iowa, is helping greatly by furnishing music for many groups which cannot afford to engage bands. Playground gardens furnished 30 bushels of garden produce for the use of the city's relief kitchens.

In cooperation with the Detroit Federation of Women's Clubs, a bazaar will be opened before Christmas at which the women of the handcraft classes maintained by the Department of Recreation may sell their products to the club women of the city. This is a practical and much appreciated form of service.

Millions for Progress

By David Cushman Coyle
Consulting Engineer, New York City

Mr. Coyle is the author of an article entitled "Public Works and Prosperity" which appeared in the October issue of "The American City" and of an article on stabilizing business, published in the November issue of the "Architectural Forum." It is his hope that the article which he has prepared for "Recreation" will help stimulate thinking. He is eager to be challenged on his theory and will be glad to have comments from readers of "Recreation."

"FOR lack of a pin the block was lost, for lack of a block the sail was lost, for lack of a sail the ship was lost." Saving at the spigot and wasting at the bung is the characteristic problem that confronts those who try to improve the quality of our civilization. There is not money enough to furnish decent conditions of living for everybody, and so the bill for sickness and crime and plain loss of morale runs to fantastic figures. How to find money for the ounce of prevention is a vital question if the cultural level of this country is to be raised against the weight of all our past omissions.

A Chance for a New Deal

It is plain enough that this is a time when the old ways of looking at things have been washed loose, and there is a chance of a new deal. It is a time to examine the confused mass of ideas that are floating about and see which ones can be put together to give us a new and better pattern. There are some ideas that will fit with the need of more money for the constructive work of cultural advance. First, there is the widespread demand for public and semi-public work for the sake of employment. Here is surplus labor—a million men or so even in boom times—not only unused, but forced into demoralization and dependence. Here is a tremendous program of civic betterment that cries aloud for fulfillment. Those two facts fit into one pattern. Then there is a third fact that is now widely recognized. We are overbuilt and overequipped on the commercial and industrial side. If good times should come back, they would be based on a blind rush to overbuild still further, an dthey would inevitably lead us into another crash. There is a vital need to withdraw money from the capital and credit available for investment in commercial enterprises, so that the existing enterprises may have a fair chance to prosper. This fact also fits into the pattern.

Here we have all the necessary factors, all of them torn loose by the stress of the times and hurting enough so that everybody is thinking about them. If they can be tied together so that they will stay put through the next period of prosperity, we can get less overbuilding, more employment, a sounder buying power, and a great program of cultural advance. That means a longer wait for the next depression, and better resources to meet it when it arrives. There are a great many things the matter with our social structure, and no one measure can be expected to cure them all. It is very significant, however, that three of our worst troubles should happen to be linked together so that they all require the same program. It stands firmly on three legs.

The Problem

The problem resolves itself into this: How can the capital which is normally destined to go into industrial overexpansion be diverted into public and semi-public work, so that the labor which is normally destined to work itself out of a job can be used instead for building better living conditions?

Before this problem can be solved it will be necessary to take a broad view of the whole purpose of the industrial system, in order to disentangle some of the moral judgments that were

appropriate in the past but are now no longer valid under present conditions. It is, in the first place, no longer true that the value of an enterprise is measured in any way by its capacity to produce money dividends. For instance, if a new factory with all the latest machinery can take the market away from the older factories, so that they are forced to run on short time, the total overhead of the industry as a whole may be increased; so that the saving in cost to the public may be more than cancelled by the public's loss of buying power. In that case the excess equipment, though it is profitable to its owners, may be a loss to the community as a whole. It may be hard to prove the loss in a given instance, but it is obvious that if a thousand men work on double shifts in one factory, there will be less overhead than if they work single shifts in two factories. And one of the most evident facts in America is that too much equipment is not a productive investment for the nation. On the other hand, if the community invests money in a playground, with a total clear cost to the taxpayers of $20,000 a year, and if the cost of petty thieving and juvenile court is cut $20,000 a year, the other advantages can be considered as clear velvet. The terms "productive" and "nonproductive" have no direct connection with whether the particular capital invested shows a book profit. The question is whether America is richer or poorer in the long run.

Another moral judgment that needs to be revised is that large concentrations of capital are the foundation of prosperity. When the most pressing need of the young nation was more production of salable goods, that was perhaps true. Now it is not. The kind of prosperity that is caused by large masses of investment money is a stock market boom combined with an orgy of overbuilding; it is not a healthy food for business, but a stimulant which is always followed by a sick spell.

Accordingly we need have no compunctions in advocating a drastic reduction of the concentration of investing power, and the use of the money to build projects which will produce not unsalable goods, but desirable improvements and buying power.

A Suggested Solution

The legitimate source of funds for a large building program is the great mass of capital which normally would be used in promoting industrial overexpansion. This capital is tapped by the upper brackets of the income and inheritance taxes. These taxes, as Mr. Mellon says, discourage enterprise, that is, competition, and too much competition is what ails American business. It is therefore apparent that national and state governments, which have the power to levy income and inheritance taxes, should be the chief agents in raising funds for a public works program. Semi-public work can also be stimulated by providing a heavy rebate for approved contributions. Bonds should be more freely used to make the income of good times pay for work in hard times.

By this development of our present tax system, we can effectively reduce three of our most pressing difficulties to some semblance of control. The money comes out of overbuilding, and goes into badly needed improvements, by way of reducing unemployment. That will leave us in shape to tackle some of our other problems with a greatly improved vitality.

It is necessary to look at public work in its true perspective. Construction in all its forms is one of the most powerful causes of prosperity. During the up-swing of the business cycle new building is active, and furnishes a market for industry of all sorts. At the peak, the newly built industrial plants come into action to intensify competition, increase overhead, and destroy profits. Business is poisoned by the effects of overbuilding, and collapse ensues. Public building, on the other hand, has the same nourishing effect on business while it is in process, without any toxic action after it is done. To transfer capital from industrial constructon to public works is therefore to give business a valuable food in place of an indigestible one.

Note: This is not the place to discuss at length the underlying economic theses, but they may be mentioned briefly just to indicate what they are. (1) To force the rate of obsolescence far beyond the rate of amortization is inefficient. (2) In a developed system where the openings for sound investment are limited, the right to invest does not inhere in the possession of money, but is affected with a public interest. (3) Sound policy requires that the ability to pay taxes be held to be proportional not to income but to surplus, i.e., income less expenses. (4) Finance is the servant of business. (5) The strengthening of the existing economic system is a sufficient benefit to justify taxation of its chief beneficiaries.

Anyone wishing to communicate with Mr. Coyle regarding his article may address him at 101 Park Avenue, New York City.

Why Maintain and Increase Recreation in Times of Depression and Unemployment?

There is just as much damage to a city in closing recreation facilities in a time of depression as in closing down banks.

By Cyrus F. Stimson
National Recreation Association

WHY not exclude the character-building, constructive and preventive agencies from sharing in the Community Fund and public relief drives in times of extraordinary business depression, unemployment and great need of charity supplies for food, fuel, housing and the material necessities of life? Is the reasoning sound and the counsel sane which urges such exclusion or limitation and tends to return to an outgrown, primitive, unscientific attitude of mind in civic standards and social service principles?

Years ago when Dr. Hopkins left a forty year pastorate in Kansas City to assume the presidency of Williams College, Mr. Simeon B. Armour, eldest of the famous packing house Armour brothers, characteristically voiced his sentiments to the effect that Kansas City might better have lost one of its great packing plants than to have suffered the removal of this great civic servant and leader. It was Mr. Armour's way of stressing the values to a community of a type of leadership which had infiltrated through the whole life of the city, built up and expressed in many young men trained to civic ideals and social service and leavening the life and spirit of the city with human values far richer than mere material prosperity.

When we defend and expound the value of recreation in public and private agencies in times like these, we include in principle and substance the whole group of like or allied services of the character-building and preventive and creative service types, without taking time and space to call the roll known to everybody.

In the great war we all remember how all these agencies, severally or in grouped coordination, were mobilized and supported in emergency millions of total expenditure, in order to sustain the fighting morale and help maintain a sound normality of health—in body, mind and spirit.

Profound Issues Are at Stake

In my judgment we are now enduring, and for a considerable time ahead must continue to fight through with a will to mastery and victory, a period of crises far graver than that of the great war. Viewing the whole situation as to its fundamentals, we have at stake more profound issues and more far-reaching consequences for good or ill. If we understand the issues and meet the needs, our mastery may be magnificently productive. If we fumble, muddle and fail, our losses and defeat will be monumentally destructive.

These times demand an increase in facilities and leadership of all the planning, conserving, preventive, social and civic agencies, and a militant resistance to all short-sighted and misguided moves tending to weaken or suspend their combined constructive power. If we allow them to be starved or scuttled in this profound emergency, we shall do it at the peril of far-reaching demoralization and waste, and lend aid and comfort to the forces of dislocation and disruption.

It is not so much the economic effects of the depression which are to be feared as the harvest of the spiritual depression with its far-reaching consequences. America is facing many problems; none is more serious than that of the conservation of human values.

Recreation is a public utility

serving community interests interlocked with public health, education and citizenship values fully commensurate, even in a financial investment and insurance sense, with such physical utilities as streets, sewers, water and lights, but in real human values, incalculably more vital, since they serve the whole spiritual man, making for his health, contentment, happiness and creative activities.

"There is an ancient Greek saying: 'Cities were founded that men might live and continued that they might live well.' America has sought to realize this ideal in many ways. The city community has been more and more clearly seen as a place in which individuals and families should be able to live more vigorous, more satisfying, happier lives. We have set for ourselves a higher standard than any of the nations.

"American cities seek to extend to all citizens opportunities for health, recreation, education, social intercourse, enjoyment of beauty, and the development of character. To do this agencies, public and private, have been created. Gradually they have built up a remarkable system of clinics, health centers, visiting nurses, hospitals, societies for family care, social settlements, gymnasia, playgrounds, public baths, clubs for adults, for young people, for boys and girls, libraries, schools, evening classes, art galleries, museums, public concerts. Large numbers of trained and experienced people are devoting their lives to the carrying on of these activities.

"At a time when special appeals are being made for emergency relief, it is vitally important not to withdraw support from the fundamental and permanent social services. To fail them now would be to lower American standards, to sacrifice the future to the present, to undermine hope and courage just when they need to be reenforced. Emergency relief must be a temporary addition to the community's budget, public and private, not a substitution for established obligations."

George E. Vincent, Ph.D.,
President-emeritus of the Rockefeller Foundation.

We hear the cry that recreation and similar services must be cut down or eliminated as economy measures, or as luxury spending or for other like reasons put in money-cost terms. Look this line of argument squarely in the face as to facts. Recently the costs of caring for juvenile delinquency for one year in a city of less than 20,000 population, from arrest, through custody and court trials to commitment and institutional care, proved to be $77,000. The cost of a year-round, public recreation system for that city had been worked out, as to leadership and program operation, well distributed to serve the neediest sections, as $5,000 to $7,000. Thus the cost of legal care of delinquency was fully ten times as great to the taxpayers who clamor for economy as that of the recreation system.

Experts in social diagnosis increasingly emphasize the fact that the gravest loss and burden of the business depression and unemployment now prevailing is not on the material and economic side but on the moral and spiritual side. The material and economic recovery may come more or less quickly, its losses be repaired, and the new estate be better than the old. The harvest of the spiritual depression—the fruits produced by fear, worry, broken peace and destructive sorrows in multitudes of homes affecting the children of tender years and high sensitiveness—will not crop out for many years, but is sure to produce nervous instability, insanity, crime tendencies and other abnormalities in the end—a vast load of cost which society must ultimately bear.

On all sides we hear that insanity is on the increase, until now in many states over half the beds are occupied by patients mentally ill. Overcrowding almost everywhere prevails in such institutions, even as in jails and penitentiaries. In the latter it appears that the majority of the inmates are under twenty-five years of age and many of them entered their criminal careers through evil ways of play, idleness, bad comrades and misdirected energy in plastic youth. The loss to the nation from crime runs into billions annually and tends to increase with alarming acceleration. The cost of all these preventive and character-building agencies is a relatively few millions. The logic of economics as well as civics obviously demands a large increase in the volume and range of the recreational and preventive services. It costs vastly less to prevent than to correct or to punish without ultimate rectification, the delinquent and the criminal. The non-institutional care of delinquents by society runs from $12 to $16 per case, while the institutional care runs from $400 a year upward. The care of adult criminals in institutions runs much higher still. The operating cost of play programs to taxation ranges from $.50 to $1.50 per capita of total population. If total park costs are added to recreation activities, the per capita costs will range from $1.00 to $3.00. For the individual participants in various activities the unit costs run down to a few cents each —sums so slight as to seem almost trivial.

Preventive Value of Recreation

So much for the familiar but very important negative line of thought. As often put, it costs

so much less to fence off the dangerous cliffs than to pick up the dead and wounded and care for the wreckage at the cliff bottoms. We all know that no model reformatory, penitentiary, insane hospital or institution for the custodial care of mental defectives is run today without a well staffed and outfitted recreational program as vital essentials of effective care of the inmates. Surely this must be decisively suggestive of the value of recreational and character-shaping agencies for the normal child, youth and adult.

It is surely no time to dismantle and starve these recreational forces now that millions of adults are driven for long periods of time into enforced leisure; when other millions of youths are excluded from labor and urged to go back to school or college; when multitudes of them cannot find means for that use of their involuntary leisure, and child labor is severely condemned more than ever and thus more millions of children have added idle time. On every hand we hear reports of doubled attendance or more by adults at children's summer play centers and in community centers in winter. Besides, many thousands of families are packed into congested quarters, sometimes several families housed in space too small for one family, and the children of such crowded housing are driven into the streets, denied all the normalities of home life, with chance neither for play nor study in their homes.

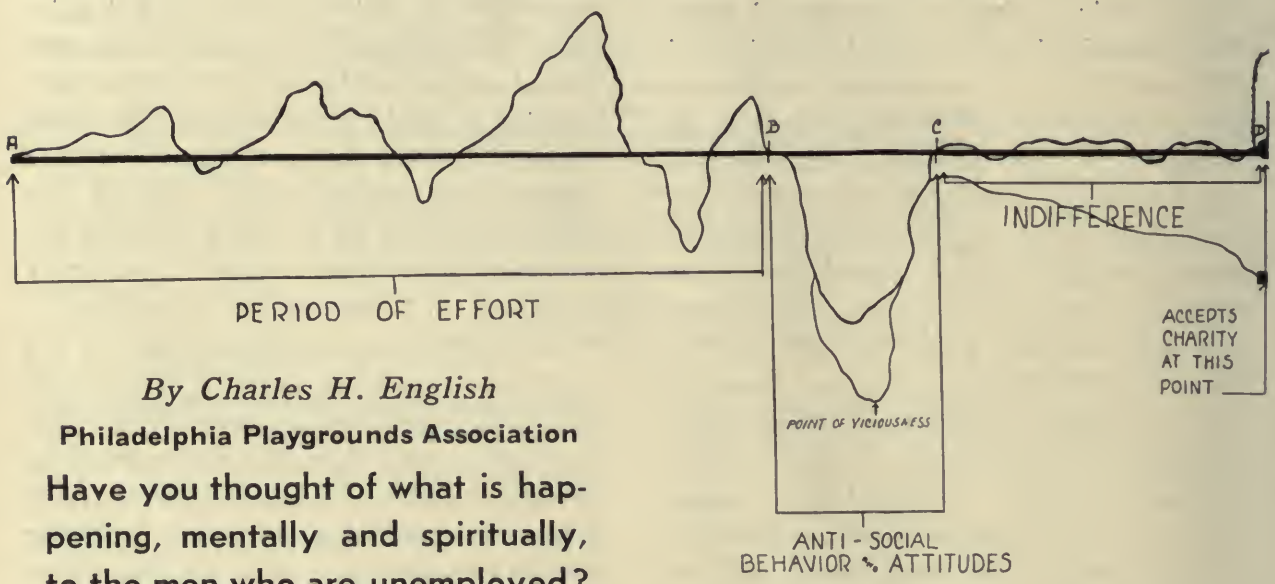
This special condition of times of poverty and want demands a very extensive increase in neighborhood organization and the training and direction of large numbers of voluntary play helpers, so that such children may be cared for in accessible school or parish or settlement centers. There is also a special need for the city-wide education of parents as to the vital rights and needs of children for home play and parental and adult sympathy and participation in bringing cheer, happiness and laughter into the home life to offset the prevailing depression, worry and gloom.

We shall not settle this question of the need and rights of the recreational and "character-building" agencies to an unreduced position in the Community Fund and emergency drives related thereto unless we look more deeply than the present period or crisis, no matter how severe it be, into the longer future. We must face the fact that profound readjustments of masses of workers to shorter work hours and work week are under way, along with other readjustments in nominal and real wages, profit-sharing in various forms, increases in forms and substance of cooperation between labor and capital—all brought about by sheer force and compulsion of the progress of invention, advances in sciences as applied to industry in all its forms, from agriculture to every form of technical production. This revolutionary evolution, in the ultimate, must mean a permanent expansion of leisure time for the laborers of every grade, in every race and region. With this compulsorily expanded off-duty time will come undoubtedly, progressively, a cultural rather than a living wage for all workers.

This new era is essentially now upon us, but it strikes us down rather than lifts us up by reason of our universal and inter-continental unpreparedness to meet and organize the benefits of the new cycle in our racial evolution and destiny. The problems of stabilization of employment, building reserves for labor support along with reserves for capital security in times of prosperity to meet the periods of slackening consumption, and the mastery of a better distribution and consumption of goods and services and a freer flow of universal trade, are now acutely distressing and constitute an almost universal, revolutionary bewilderment and perplexity for even the wisest leaders in the field of intermeshed economics and politics.

Therefore, it is the emergency duty of the hour for all educational, civic, social and business leadership, together with the moral and religious forces for stabilization and sound planning, to hold up every arm and agency of the preventive, constructive and creative sort, against depletion or displacement by any set of forces or sentiments, that we may, all together, better meet the full demands of the current and coming emergency, and make such real advances now as the impending and certain future requires of us.

Recreation in the Unemployment Relief Program



By Charles H. English

Philadelphia Playgrounds Association

Have you thought of what is happening, mentally and spiritually, to the men who are unemployed?

FOOD, shelter and medical care are prime physical necessities of life and merit first consideration by a community in its effort for unemployment relief. Society generally recognizes its obligation for providing employment to those who are willing to help themselves and thereby maintain economical independence.

Under normal conditions the established relief and welfare agencies of society maintain a service capable of meeting normal exigencies. The present economic upheaval has caused imperative and overwhelming demands upon those agencies which are now regretfully informing the public that they cannot alone cope with the present situation. They urge that all community resources and reserves must be marshalled into a cohesive force in order to provide the necessities of life to an ever increasing number of its citizens.

Responding to this emergency call are many community agencies who are not classified as relief organizations. In this group of community service agencies, recreation leaders were among the first to realize that they had an important contribution to make in this crisis. The recent Recreation Congress held at Toronto revealed an amazing ramification of recreational services that are being rendered to cities in all parts of North America by governmental and private recreation organizations.

Line A to D in this chart represents the line of normalcy. The length or duration of the cycle A to B—period of effort—is a variable according to the age, education, or economic experience of the individual. The same factors influence the positive or negative behavior curve. The section B to C represents the period of anti-social behavior and attitudes, while C to D is characterized by indifference on the part of the unemployed man.

From experience these leaders have found that in order for the individual to maintain a normal balance, he must have something in addition to that ordinarily provided by relief agencies. He

needs leadership in rational thinking; he needs provision for wholesome emotional outlets; he needs the opportunity to regain self-respect; he needs guidance in adjusting himself to a new vocational status; he needs substitutes for anti-social behavior tendencies; he needs to be shown new ways to enjoy his leisure, perhaps to use the free facilities offered by the community; in short, he needs assistance in building up his morale which has been in a majority of cases badly shattered.

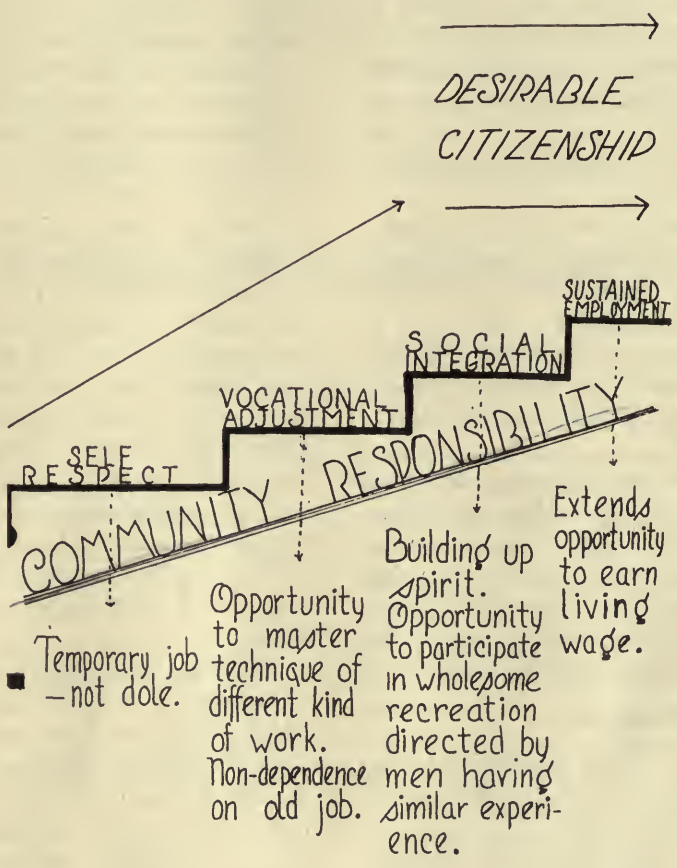
It is common sense to assert that communities, in developing their plans for unemployed relief, should present to its needy citizens a balanced ration of physical necessities, employment and means for maintaining morale.

In Philadelphia an outstanding example of such planning has been successfully developed in the operation of its Shelter for Homeless Men. The committee in charge was a subdivision of the general Lloyd's Committee on Unemployed relief. The personnel of the Shelter Committee brought together religious leaders, social workers, business executives and recreation organizers. At this Shelter provision was made for providing speaking accommodations and food for 3,000 men, who also received medical care, personal service and recreational opportunities. Any man who was willing to work or who had been on work assignments was permitted to enjoy the privileges of the Recreation Department.

The first step in the development of the Recreation Club was to furnish the usual facilities that would be interesting to men—checkers, card games, library, pool, gymnasium, entertainments and the like. The second step was to study the men so that a program could be developed which would meet their needs and not merely be a form of amusement. These homeless men may be divided into two major groups. In one group are those above the moron type, of which 14% were graduates of high school and college. The second group are society misfits, of low intelligence, and many of the professional panhandler type.

Mental Attitudes

It was discovered that the men of the first group, from the time they were thrown out of work and their acceptance of charity, had gone, generally speaking, through three cycles of experience. The first cycle was that of "Effort" in trying to locate work, with its morale levels passing through the median line of encouragement and failure. The duration of this cycle is a variable due to such factors as age, past experience, training and nationality. The second cycle might be called that of "Anti-Social Behavior." Here we see a sharp dip in the negative reaching in some cases the point of viciousness. Fortunately the majority turned back before becoming aggressive in anti-social acts. As one views the outlook this winter it is fair to assume that many more will reach the stage of viciousness due to the limitations of human suffering. The third cycle is one of


DESIRABLE CITIZENSHIP
SUSTAINED EMPLOYMENT
SOCIAL INTEGRATION
VOCATIONAL ADJUSTMENT
SELF RESPECT
COMMUNITY RESPONSIBILITY
Temporary job —not dole.
Opportunity to master technique of different kind of work. Non-dependence on old job.
Building up spirit. Opportunity to participate in wholesome recreation directed by men having similar experience.
Extends opportunity to earn living wage.

A suggestion as to community responsibility is involved in this chart. After a man accepts charity what is the responsibility of the community? There are at least four major steps — self-respect, location adjustment, social integration, and sustained employment.

"Indifference." Drifting with the tide, loss of pride and self respect, abnormal views of life and inability to create the spark of ambition to pull up from a shattered, depressed mental attitude, are characteristics of this period. Men who represent this group develop an intensely individualistic type, sensitive to the point where they refuse to divulge their inner thoughts and attitudes. Thus surface indications are misleading.

The second group, accustomed to maladjusted experiences, many of them parasites upon society at all times, are more easily understood and provision for their needs is relatively simpler than for the first group.

With this understanding of the problem the second step in the program was to develop objectives. For the first group the objective was in general to help the unemployed man regain a healthy state of mind and body by,

1. Providing for wholesome, interesting exercise through sports under the direction of a trained leader.
2. Creating a means of helping him to regain self respect and self control.
3. Give him a normal outlook upon life by substituting for his negative reactions a positive program of spiritual values and activities that bring joy and contentment of mind.
4. Assist him in finding a way either to improve his skill in a recent vocation or to train him in an entirely new vocation adjusted to his ability and aptitude.

For the second group the program is designed with the major objective of keeping him from clogging up the machinery of finding employment for those who have dependents and to make the Recreation Department so interesting that he will choose to remain at the Shelter and not molest the public by begging or committing minor robberies.

The Program

Health and Morale. These foundational objectives were always kept in mind in developing the program for the first group.

It was found that music, either in the absorption of fine music or in participating in its many forms, was the best cohesive medium for breaking down abnormal individualism and raising morale to higher planes. So mass singing, house orchestras, a minstrel show and exceptional musical programs presented by outside volunteer organizations were provided.

Reading material was furnished by the City Library and a section of the quiet game room was designated for those who enjoyed this form of relaxation and mental stimulus. Reading was the most consistent popular activity in the Recreation Department. One could be so absorbed in reading as to forget the troubles of life and it required no cooperation from his fellows.

Next in popularity were checkers, cards and puzzles. However, pool, shuffle board and ping pong ran a close second. The active games of handball, boxing, basket ball, quoits, tennis and box hockey were usually enjoyed by the younger men who had vitality and needed to express themselves through vigorous activity.

Men not on work assignments were admitted to the Recreation Club at 10:00 A. M. daily. He had the opportunity to choose the form of recreation of his liking during the rest of the day.

In the evening a program was arranged for the entire group as follows:

Monday, Boxing Shows
Tuesday, Minstrel Show
Wednesday, Sport Night
Thursday, Open Night
Friday, Outside talent
Saturday, Moving pictures
Sunday, No activity—special program

A training quarters was provided for the boys who desired boxing. The director was a former professional boxer. No man was allowed in the ring without a medical examination and at least two weeks' training. The shows were under the direction of the State Boxing Commission and the bouts were either matches within the club membership, outside boxers, or mixed. The ring used was the one in which Gene Tunney won his crown in Philadelphia some years back. The boxers always felt a thrill to perform on his "hallowed" stage.

The open night entertainments were provided by musical or dramatic organizations in the city which sought to render service to the men.

These entertainments not only served to amuse the men but have been an active agent in building morale. To laugh and enjoy wholesome fun is an asset in such a gathering. The negro is a decided help in this matter of building up spirit. His spontaneous merriment, his general attitude and laugh-provoking antics place him in the front ranks as an aid in sustained morale.

A New Vocational Approach

This coming season it is planned to inaugurate a new plan to assist the men in their vocational adjustments by a cooperative effort involving the

aid of the Public Schools. The plan calls for the installation of a series of major vocation units presided over by skilled teachers but with no idea of teaching the skills of each unit. Rather, the idea is to have on hand a sample, if you please, of types of vocational machinery so that the men may test their interests and there may be awakened hidden or thwarted desires in preparation for a new kind of a job. When an observer is satisfied he has found his new interest, he will be directed for intensive training to the nearest school where that subject is taught.

In addition to the above method it is planned to have instruction in packing of merchandise (to supply stores for Christmas Season), training for men servant positions, janitorships, and like services. Instruction will be given in those types of handicraft which may be readily sold, such as hand tooled brass ash trays. The opportunities for art expression will be offered in training in music, especially dance orchestras (if this can be classified as art), in poster and sign work, and in any other form in which a sufficient number of men register to warrant the assignment of an instructor.

An attempt will be made to provide instruction in those activities which the men desire during their enforced leisure which is not now offered them free by existing public or private community organizations.

Good fellowship, a congenial atmosphere, a spirit of contentment and happiness are all beneficial in dealing with these unfortunate men, and the recreation leaders are constantly endeavoring to attain it. The present crisis, however, calls for an extended program, a plan that strikes deeper into the roots of maladjusted individuals and uses the usual program of play and recreation as a means to a richer and more significant end—that of assisting men through subtle leadership and manual manipulation of facilities to achieve a well functioning physical machine, and a balanced, mental pattern that has hope, clarity of ideals, ambition and patience to abide the time when they can again enjoy peace and a richer life.

Increasing Recreation Centers

RECREATION departments, their facilities overtaxed, are faced with the necessity of developing flexibility in their programs; of adapting them to meet existing needs; of finding ways of using facilities so as to serve the employed in their leisure as well as the unemployed at times which do not interfere with their search for work. This presents a real challenge to recreational leadership.

Very often existing facilities are proving inadequate and it is necessary to secure additional centers. The first drive is usually for the use of more school buildings, and boards of education are giving splendid cooperation. Lacking school centers, recreation departments are using buildings of all kinds.

The Board of Education of Ossining, New York, has turned over to the Recreation Commission a building originally constructed for a Y. M. C. A., which for the past few years has been used as a school gymnasium but is now not needed. It was about to be torn down when the Commission approached the Board of Education with the request that it be turned over for use as a recreation center.

The Playground and Recreation Commission at Dubuque, Iowa, has renovated the third floor of City Hall which has been unused for years and has installed four indoor horseshoe courts lighted for night use.

When it was found that the situation in York, Pennsylvania, necessitated the obtaining of additional centers, the old York Academy gymnasium was renovated and equipped with hot and cold water for use in an athletic program. The armory, too, has been opened for the use of men and boys, and additional centers have been established in three churches. One will be opened from one to five on Tuesdays for quiet games and drama. The gymnasium of the second church will be available on Wednesdays from one until five for basketball, volley ball, music and drama. In the gymnasium of the third church there will be basketball, volley ball and horseshoe pitching.

The Recreation Division of the Department of Public Welfare of Louisville, Kentucky, has opened a center for the unemployed in a room located above the Welfare Department offices where the unemployed come for relief. The room has been equipped with games and the public library is furnishing books and magazines.

Cities everywhere are finding that public libraries are glad to supply books and magazines and that appeals through the local press are effective.

Courtesy Playgrounds Association of Philadelphia

Games of the type of table pool and shuffle board are popular with both participants and spectators

Public Recreation in Periods of Economic Depression

By John Walter
President, Kitchener, Ontario, Recreation Association

THE Chairman, Otto T. Mallery, suggested that we call this a "lift period" rather than a period of depression. His observations indicate that this period of readjustment has been more productive of results than similar periods have been, and there is a greater effort now than ever before to understand the fundamental causes of our economic distress and its ramified effect.

Weaver W. Pangburn of the National Recreation Association pointed out that the present situation, involving as it does a strong drive for municipal economy and concentration of publicity on relief needs, makes it imperative that recreation leaders undertake basic interpretations of their work and do not follow routine publicity methods. It is not enough to secure a great deal of newspaper space on activities. Through one medium or another we must explain to those who support the programs what the fundamental objectives and values are in public recreation.

To realize educational publicity of this type, some kind of a well thought out plan is essential. That plan should cover, at least in rough form, a period of a year. At least four elements should be recognized in the organization of such a plan: (1) Ideas and objectives practically certain of public approval; (2) The various mediums of publicity; (3) The week to week and the month to month schedule of activities in the recreation program; (4) Current events, such as meetings and reports of other social agencies, some of them predictable and others unexpected.

Basic objectives in recreation which the public really respect are: (1) The heavy demand made on the personnel and facilities of recreation departments. This certainly should be given ample publicity, since it reflects the value put on organized recreation by the participating public. (2) Health. (3) Safety of children. (4) Character growth in children. (5) Happiness (most men and women want to help guarantee the

happy play of children even during these times of stress). (6) Work opportunities provided in developing parks and playgrounds for the unemployed. (7) The courage and morale building importance of recreation for those jobless who have not sunk into complete despair or indifference.

It would seem that the interpretation of these objectives and values would stand the acid test of current critical public opinion. Certainly recreation leaders can demand that innocent children shall not be made to pay the price of the conditions of depression and unemployment for which they are in no way responsible. Any reduction in play leadership at this time is utterly false economy. In one large midwestern city where the playgrounds were deprived of leaders, the rise in neighborhood robberies and gang fights was immediate. Even the playgrounds themselves became the centers of hoodlumism and vice.

In many communities the neighborhood playground and indoor recreation center are the refuge of children and youth whose homes are wrapped in an atmosphere of gloom and unhappiness because of the unemployment of parents and the empty family purse. As a school superintendent in an Ohio city recently said, "The children of depression are just as important as the children of prosperity." And someone else has said, "Second only to the physical hunger that comes from lack of food is the spiritual hunger that comes from lack of activity."

These fundamental reasons for play and recreation are being successfully employed in various cities. A powerful plea for the health, safety, and happiness of children in Lima, Ohio, resulted in saving the summer playground budget of $5,000. The New York Times recently ran a column length story in which the plea of Community Councils for an appropriation of nearly $300,000 for playgrounds was supported by strong statements by prominent citizens centering around the health, character developing, safety, and citizenship values to children of public playgrounds. An excellent editorial in a Lansing Michigan, newspaper, entitled, "Recreation Studies Lansing," brought out the morale building benefits of community recreation programs. If these fundamental objections and values are given studied interpretation through a variety of mediums, Mr. Pangburn predicted there can be little doubt that good recreation programs will be sustained and will receive a more intelligent and consistent public support than ever before.

Oscar Kuolt of the Council of Social Agencies, Rochester, New York, suggested that the solution of the problem is to an important extent the task of the organizer of public recreation whose responsibility it is to stress the constructive side of the program. Recreation workers, he felt, have been too prone to rely on newspaper publicity for getting their story across. It will have its part, but alone it will fall far short in the present crisis. Too many people still think recreation is the ice cream and cake of the community program, and for this reason publicity must be worked out very carefully and thoughtfully with reference to fundamentals and objectives, for these are the vital things. Efforts should center around character-building and we must crystallize our thinking on things which are of basic importance. We must know our facts and we must get a new set of facts to interpret recreation to the community. "Has recreation really reduced delinquency in my city? Is it vitally touching the individual?" Recreation workers must have definite instances to present and evidence that their claims of accomplishment are real. Social workers, clergymen, private character-building agencies can help the recreation worker. Get their cooperation and the facts they can give you. It is better to have these groups fighting for you than to fight for yourself.

Mr. Kuolt urged the building up of a series of discussion groups throughout the community to discuss the value of recreation with recreation workers as discussion leaders. One recreation worker, speaking before a church group which had expressed the opinion that the present financial depression was no time to be stressing recreation activities, put this question: "What would you think of a plan to declare a moratorium on church activities, diverting the money saved to relief?" He then

The Council of Social Agencies of Montclair, New Jersey, through its Group Agency Division and the Recreation Committee, has opened a community center in a factory building purchased by the city last year which will be used chiefly for recreational activities for the unemployed. The Park Department has given most active cooperation in the preparation of this center and has installed steam heat in the large social hall and restained and refinished the walls. The Scouts, the Y.M.C.A. and all agencies with the exception of the schools whose hours do not permit them to do so, are furnishing leadership for recreation between the hours of 9 A.M. and 4:30 P.M. All necessary facilities for making the room a club room for quiet games are being installed.

skilfully brought in the moral value of recreation, and the group was won over to his way of thinking.

It is important to emphasize the fact that we have carefully built up a program which is not merely for the people who need relief but for all people and it would be a tragedy to stop. "Don't do your talking," said Mr. Kuolt, "entirely on the basis of recreation but on the whole social program."

The community in organizing its recreation program for the unemployed need not do the spectacular thing, but it seems possible for all communities to demonstrate the practicability of giving work to the unemployed at constructive community projects. Rochester as a result of taking advantage of the work relief program, has a new golf house, seventy-five acres of park land opened up, new ovens, Scout cabins and toboggans. Last summer when people began to use these facilities they were not so prone to oppose the recreation program.

William Bowie of Montreal said that in his city a meeting of the character-building agencies resulted in the housing of several thousand men in a large Catholic school. From the ranks of the unemployed leaders were drawn for activities in the shelter and the men of specialized talent were sent out to help in the city's recreation program. An expert aviation workman, for example, in return for food and shelter was glad to train boys in carpentry and woodwork. This plan has been successfully followed in Philadelphia where workers are sent from the unemployed to orphanages, settlements and similar institutions, and leaders have been supplied for public recreation centers which would otherwise have been closed in the morning because of lack of funds.

Mr. Bowie pointed out that the community has many resources to tap. There are service organizations and similar groups with money to contribute, but they are watching progress before they step in. What is needed is leadership.

Robert E. Coady of Cincinnati, Ohio, urged that recreation workers use great discretion in the publicity they give to the centers for the unemployed. Many of the men are sensitive and the psychological effect of too much publicity is bad. In making elaborate plans for centers recreation workers must be sure that they are used; otherwise criticism will be aroused.

In a meeting of character-building agencies in Reading, Pennsylvania, held to discuss unemployment problems and to prepare for the winter program, it was decided to open more school buildings and to stimulate the recreation program in these buildings instead of opening special centers.

In a number of cities there has been a cut in budgets but an increase in the use of facilities because of the unemployment situation. Recreation workers are learning to use ingenuity.

The consensus of opinion was that the use of recreation programs in centers where unemployed men are being housed is very helpful in building up morale. At first it may be necessary to use outside talent in providing the recreation program. Gradually the men will begin putting on their own programs—a more desirable plan.

The point was made that many people in a community because they have always paid for their recreation do not know about the public recreation facilities, and so it is important to make use of posters listing free opportunities. Posters should not be too large and it is well not to try to cover everything in one poster. The experience in Philadelphia has been that a number of agencies which never before offered free service are doing so now.

A Plea for the Protection of Children

"As Director of the President's Organization on Unemployment Relief, I urge the same unity of effort to protect children as in meeting with problems of adults.

"Hunger and poverty in children leave scars for the future to reckon with. With adults the task is largely remedial. With children the watchword is prevention. Public machinery directed to the protection of childhood, such as public health, welfare agencies, educational systems, should be the last to be affected by measures of economy. Communities will need to take care of recreation and facilities for play, both public and private. Our libraries, our parks, museums and playgrounds are important havens in a troubled time. Let us everywhere be on the guard against any retrenchment which pinches the young."—*Walter S. Gifford,* Director, The President's Organization on Unemployment Relief. From *White House Conference Happenings,* November, 1931.

What We Have Learned

By Joseph Lee, LL.D.
President, National Recreation Association

WHAT happened to us during the war is happening again in this period of depression which one of our speakers said should be thought of as a "lift" period. We couldn't fight the war without recreation, and we can't win out during the present situation without resorting to it. It has won its place as one of the essentials in war and peace.

I am going to quote what two great statesmen have said. The last sentence in President Hoover's message to us was: "All agencies which help to build health and character are especially necessary in these days and merit whole-hearted and generous support." The Prime Minister of Canada telegraphed: "During these trying days of economic depression public expenditures should not be cut from the morale-building activities of parks, playgrounds and community centers and other recreation facilities."

We have these two strong pieces of testimony as to the position that recreation occupies in our lives in war and in peace. That is the verdict of statesmanship.

We have next the verdict of a philosopher, Dr. L. P. Jacks, Professor of Philosophy at Oxford and Editor of the *Hibbert Journal* and head of the great movement for adult education. He said that recreation is essential for adult life and for our education. Dr. Jacks was not the first philosopher who said that. It was said by Plato and Aristotle. There was a certain city which adopted gymnastics and music as the whole of its educational program. That city—Athens—gave, I suppose, about half of the genius that ever appeared in the world. Here is real testimony.

We have heard the verdict of statesmen and the verdict of a philosopher, and now we have the verdict of experience.

I talked with Mr. English of Philadelphia of his work in providing recreation for the unemployed, and he told of some of the things which are happening to these people who are out of work—how they are cut off from the great root of life, from the pleasure of being wanted, of having a place in the world; how they want a chance to be somebody, to be able to say, "I am one of the crowd; I am holding up my end; I am a member of the team."

The cure that we all believe in is initiative, the encouragement of initiative through recreation. In this lies the secret of what we can do through the recreation program for the unemployed in helping them give expression to their feelings and awakening them to the possibilities of life.

Encouraging things have been said in this Congress about music. The radio is now giving us some of the very best music. The lowly harmonica is beginning to build up an appreciation of music. More folk music is being used; some of the best music in the world is folk music. It is never vulgar and never has been; it may be simple but it is always beautiful. There is no necessity at all for making a compromise with anything vulgar in music.

A great deal was said about the making of leaders, about the use of junior leaders on the playground. I think that is very valuable. I have been told by one of the delegates that in the German Youth Movement this junior leader method is used almost exclusively. Let us never forget the great quality of a leader—his knowledge of the beau- (*Continued on page* 532)

Each year, as the Recreation Congress closes, Joseph Lee gives his general impressions of the addresses and discussions which have seemed to him especially significant. This brief interpretation by Mr. Lee of the Toronto Congress will be of interest not only to delegates but also to those who could not attend but who wish to know the trend of the discussions.

A Summary of Summaries

Photo by D. W. Thom

In her national parks America has rich possessions of rare beauty

Summaries of

What They Said at the Recreation Congress

"SHIPS and shoes and sealing wax, cabbages and kings" were about the only subjects which were not discussed at the section meetings of the eighteenth annual Recreation Congress, and since the Congress was held in Toronto, kings might well have been included!

The plan adopted several years ago of having a summary of each section meeting presented the following day, has met with such approval that it has become an established part of the program. Each morning, at a general meeting, five or six delegates who have been commissioned to digest the findings of the previous day's meetings, present their reports. They are limited to a definite time with the result that a dramatic competition is staged as each summarizer attempts to complete his report before he is summarily halted by a none-too-gently sounded musical note from the timekeeper!

Brief reports are given here from eighteen section meetings at Toronto covering a wide range of subjects. It is unfortunate that lack of space necessitates cutting these summaries to a minimum, but they will at least give the gist of the discussions which took place.

Providing Recreation and Preserving Beauty in Parks

By Ernest K. Thomas,

Superintendent of Parks, Providence, Rhode Island

IT is not surprising that an organization like the National Recreation Association should have as the keynote of at least one session the question of beauty in connection with its recreational facilities.

We have been criticized in the past because we have not appreciated beauty. We have devastated our forests, polluted our streams, neglected our beaches, and have failed to preserve our beauty spots, but today there is very definite evidence that all over the country, all over the world, people are becoming conscious of the fact that there is value, yes, even a dollar and cent value, in beauty.

There are movements afoot, such as the move-

ment to preserve roadside beauty, the planting of trees, the conservation of our forests, the protection of our streams, lakes and beaches, all of which indicate there is a growing interest in the preservation and value of beauty. Therefore, recreation facilities should not only be useful from the standpoint of recreation, but they should be beautiful from the point of view of beauty, and the session that I am to review for you sets forth seven questions which I shall attempt to answer from the discussion which took place at this group meeting.

"Are beauty and recreational uses of park areas incompatible?" The answer is, No, provided there is mutual understanding and cooperation between the executives and the right kind of leadership, so that the greatest possible human use of the areas may be secured. This involves, of course, careful planning and the development of a definite program.

"Do attractive play areas have greater use than unattractive areas?" Yes, play areas should be beautified as much as possible. While an attractive park or playground adds to the value of adjacent property, such areas should be made attractive for another and even more important reason, namely, to foster the love of beauty which is a natural human instinct, especially the beauty of growing plants, trees, shrubs, flowers and grass. Therefore, people, young and old, will be attracted in greater numbers and will derive more benefit if the areas are beautified.

Courtesy U. S. Forest Service

Millions of people each year enjoy the beauty which the Government is conserving for them.

"What are some examples of the successful combination of beauty and usefulness in areas of different sizes and designed for different functional uses?" If the play areas are to be beautified by the use of plant material, then the planted areas must be protected. A fence around the playground is usually considered a necessity. Inside the fence trees, groups of shrubs or flowers may be planted; then a second fence, just high enough to mark off the planted area from the walk or play area, will be helpful. Another method which avoids the lower inside fence is to arrange the planting area between the sidewalk and the fence, setting the fence back to the required distance from the property line. Even a privet hedge and a few trees around the boundary of a play area will add much to its appearance. Low fences and privet hedges may be used to divide the area for the use of different age groups.

In the larger areas more space can be devoted to landscape features, thus adding to the attractiveness and usefulness. Means were discussed of bringing into the area certain landscape effects and gardens such as rose gardens. One delegate brought out one interesting point in connection with beautification of play areas, showing that knowledge of plant material is essential. He stated that in his community they had planted a lot of tall poplar trees around tennis courts with the idea of beautifying them and shading them, with the result that they shaded them so much the courts did not dry out readily after rain.

"What is the place of the landscape architect in the design of new areas? Of the civil and construction engineer? Of the recreation director? What are their relationship to each other?"

In planning new parks, playgrounds, or areas where play activities are to be provided, the park executive, the playground executive and the engineers should cooperate, each contributing of his knowledge and services to the best development of a project that will be of the greatest possible use to all the people of the community.

One gentleman reported an interesting playground that is located in the mining district of South Wales. He said that instead of the concrete wading pool they constructed a natural winding brook around the playground. The children built bridges over it, they waded in it, they sailed their boats in it. We all know what an appeal a winding brook had for most of us in our childhood. Another delegate, speaking of playground equipment, stated he thought we were in the "open plumbing" days so far as the design of open playground equipment was concerned.

"Should an area used exclusively for children's playground be of a minimum size if both beauty and intensive use are both to be obtained?" It is doubtful if any arbitrary rule can be stated. If a five-acre tract of land can be secured, then much greater use can be made of it, both as a playground and a beauty spot, than if the area is only one acre or less. It was said that if there must be a choice between a half acre or nothing in a certain section where a play area is badly needed, the small sized area should be taken and use made of it.

"Does the size of areas in itself have any relationship to attractiveness of its design?" The answer was, "to some extent." As stated before, the larger the area available, the greater the possibilities for play areas and landscape effects, for special gardens, like rose gardens, iris gardens, water gardens, and fountains.

"Does topography govern beauty of development?" The answer was no, although it may be a help. Play areas may be located on different levels; the approach from one level to another by means of grass banks, walls or steps, may be utilized in such a way as to add to the beauty of the area.

Trends in Girls' Athletics

By Ethel Perrin,

Vice-Chairman, Women's Division, N.A.A.F.

NOT only our room but our doorways and walls were crowded, and we were just getting thoroughly warmed up when it was time to adjourn. There came a request from the floor for a continuation meeting, so instead of being a summary this is merely a report of progress.

Our meeting opened with four discussions followed by animated response from the floor. In the discussion the following points were made: In one large city the trend in the recreation program for industrial girls is away from team games toward so-called individual sports, and this trend meets with the approval of personnel departments in industry because the girls show no signs of fatigue upon return to work. Play nights are held once a month to emphasize the social values of athletics and to arouse interest in new activities. A home or local grouping is also used to promote loyalty toward the home organizations. The training of women officials by the City Recreation Association is an important part of this program. The raising of qualifications of leaders has been accomplished. Giving opportunities for women and men to play together is considered important in this industrial program.

From our next speaker we learned that there is a decided trend toward training girls in activities which they can use in leisure time and that while the "dubs" are usually taken care of during school age, when they go into industry they are dropped because they are not show material.

Between the ages of fourteen and twenty there is a smaller decrease in tuberculosis than during any other age period, and girls show a smaller decrease than boys. This fact emphasizes the danger of over-fatigue for girls and points toward caution.

Our third speaker, realizing that girls and women have entered the field of athletics, gave a strong plea for careful regulations. The reasons for this were:

(a) Danger of the loss of femininity. To preserve this a board of control composed of women is advised, together with women officials, and no commercialism or exploitation and a wise selection of activity.

(b) Over-fatigue, the remedy being a limited participation and wise control.

From our fourth speaker we heard interesting statistics of successful child-bearing among one special team of women athletes. We were told of 2,000 women successfully playing in a "softball" league. There was a plea for the expert girl who might be neglected in a program planned to include everyone.

The reply to this was that the exceptional girl would naturally have her opportunity in a program planned for all, and that stars would inevitably rise to the top, for as was stated, "champions are born and not made."

From the floor came the following suggestions: We must have many activities in order to give many chances to excel in something because competition is absolutely essential to a successful pro-

gram. In other words, "Why be stingy and give it to only a few?"

Technically trained people should be in charge.

Athletics should be planned for the joy and well-being of girls, not for entertainment of spectators or financial return.

Finances entered into the discussion and it was stated that girls' athletics should be sponsored by recreation or education departments and subsidized from public funds.

If we change the word "coach" to "director," expensive coaches and men coaches can be eliminated. Further, if championships are eliminated, coaches are not needed.

The purpose of a program of athletics for women was discussed. It was felt that if the best informed and most influential women of a community are taking interest and responsibility in the program the standards will rise. There should be a combination of technically qualified and lay women.

It is not the function of the program to prepare entertainment.

The public should be educated and mothers would respond.

A unanimous vote was cast for a program which considered the interests of all girls.

As a result of the discussion at the second meeting held on October 7th, those present commended the following trends found in many cities:

(1) The efforts, which are being made in many cities to provide varied activity programs, conducted for the benefit of *all* girls, under trained women leaders.

(2) The growing tendency to make available to young women and adults under recognized organizations and qualified women leaders, existing indoor and outdoor facilities.

(3) The requirement of many progressive recreation and school departments of an adequate medical examination and follow up work as a basis of participation. This includes a reasonable and sane attitude toward all temporary physical unfitness.

(4) The recommendation that girls be limited to three or less track events in any one day or only one team game in any one day.

(5) The emphasis placed on the joy of the sport, including the right kind of competition, and on character-building, rather than on championships or on the interests of spectators.

(6) The tendency to support all girls' activities with community funds rather than make it necessary to have gate receipts to maintain the program.

(7) The encouragement of girls to play for the sake of the game rather than for awards of value.

(8) The trend toward publicity of a kind which deals with the sport or game itself rather than that which stresses the spectacular story and the individual girl.

Now that the Toronto Congress is a thing of the past, interest centers about the first International Recreation Congress to be held in Los Angeles July 23d-29th, 1932. In an article in the January, 1932, issue of Recreation, Mr. Harry Lamport, President of the Los Angeles Department of Playground and Recreation, will extend an invitation to all interested in recreation to attend the Congress and to see the Olympic Games which will follow. Reports of progress made in planning the program will be published periodically.

Recreation in Small Towns and Rural Districts

By Arthur E. Wood,

University of Michigan, Ann Arbor, Michigan

THOSE who attended our discussions will understand me when I say that there was a certain zoological aspect to our group inasmuch as several of our speakers claimed they were the only ones, so far as they knew, of the species, each doing a rather unique piece of work.

For example, the first speaker, Mr. Richard C. Sidenius, Y. M. C. A. secretary in Wentworth County, Ontario, told of working throughout the county with the churches in the recreation field, suggesting programs to Sunday School teachers with whom he holds conferences and organizes teacher training classes in play leadership. He told of one Saturday afternoon course for Sunday School teachers of 282 persons from 82 churches throughout his district. This work was carried on without any separate organization for membership, without any special building. It has secured the enthusiastic support of churches and seems to be arousing them to take an active part in the play leadership in these small communities.

Another speaker was Mr. Harold E. Key, musical director of the Canadian Pacific Railroad. He told most interestingly of his work in the organization of folk song festivals in Canadian cities and towns where people were brought together to present the lore, the songs, the customs and costumes of people of foreign heritage. At Winnipeg, for example, a festival of nineteen different races was

held during a period of four days, ending with one large program with over 370 people on the stage, producing a mass of glowing colors. To show this wasn't being done just in large cities, he called attention to a small group of Black Forest Germans in a community of Little Britain where they were encouraged to come out and give public expression to their folk dances and their folk music.

When asked why the railroads should undertake this extraordinary work with people, the very interesting answer was given that in large part the railroads of Canada are Canada; that is to say, the unification of this vast territory depends upon the railroad, and the railroad, in turn, depends upon the organic unity of the Canadian people, and this work certainly furthers that purpose.

Then followed Mr. Hemmerly's talk on recreation in a small town, of Salisbury, Connecticut, of 2,500 population. Five villages cooperate in a recreation program. He spoke of the great need of leadership and for a good program, and especially for the games that will attract the country people to the village exhibits and bring together a large number of people. He told how the teachers in the schools are cooperating and called attention to the fact that physical education in the schools must supplement the community program. Pageants are planned and a great variety of activities outlined on printed sheets distributed to the groups.

Then Mr. L. F. Kinney, of Kingston, Rhode Island, told of his work, the work of the 4-H Club, the Y.M.C.A., reaching boys and girls of farms. He spoke of the need of bringing in specialists from outside to train leaders. As it is, recreation has to be sandwiched into the program of extension service because, being paid for out of taxes, there is perhaps not sufficient public sympathy with it. So now there is given in their meetings, on home economics and other agricultural subjects, an hour to play leadership.

Enjoyment of the out-of-doors—real recreation for everyone!

Mr. Kinney spoke of the need of breaking down the distinction between the city boys and country boys in regard to their social activity and behavior, whereupon Dr. C. B. Smith, of the United States Department of Agriculture, emphasized the great need for social training of country children and also for nature study among them. He suggested that for supplying the training necessary state superintendents of instruction should put four or five recreation specialists into the state for training teachers in play.

In connection with this it was decided in Wisconsin that the state supply its part of the funds for musical supervisors in schools, and it was mentioned that similar arrangements were being made in New York and other states. In Quebec extensive music programs are carried on in both types of schools. There is need for developing in the schools a hunger for a daily consumption of music, from childhood up. Another illustration was given in another field, of a country town in Canada where a community recreation club, representing all groups, was formed, and the funds allocated to the groups as needed.

Where community buildings do exist in small communities there is usually a very inadequate use of them. In some states they have been allowed even to fall into decay. Mention was made of the study undertaken by the National Recreation Association of these buildings.

The major problems of the group were leadership, finance, cooperation of the schools, training of leaders and, above all, the stress that must be put upon spontaneous activities and the complete use of equipment.

Carrying Over Recreation Training from Schools to Community

By C. L. Glenn

Director, Division of Physical Education and Athletics, Board of Education, Los Angeles, California

THE subject of our section is a very pertinent one in view of the changes in trends of education. What are these changes? Are recreation leaders familiar with them and what are they doing about it?

The speaker who opened the discussion, Charles H. Hunt of Long Beach, California, asserted that recreation workers are on the wrong foot when they say that schools are not advancing recreationally and that they fail to cooperate with

outside recreation programs. He was sure the reverse was more nearly true and that recreation workers all too often are blind to the school's development in art, music, physical education, handcraft, and other leisure time interests, and are not, consequently, adapting their own programs accordingly.

There seemed to be considerable agreement in the group with this opinion. It was also felt that there are in the type of subjects mentioned great potential carry-over values and that whether these values will be realized will depend largely upon the way in which they are taught. On the other hand, all too often recreation workers will overstress in their programs those types of activities even among young children which cannot be indulged in later on in adult years; for example, basketball, football and other major sports.

It was brought out that the old type of educators were too academically inclined and did not have in mind the things that were of value recreationally. There are many such in our schools and wherever this is the case, recreation leaders have an opportunity to stimulate thinking in the other and better direction and to open the eyes of the people to the tremendous importance of our modern leisure time situation and its implications for education. Whenever school programs are enriched, recreation agencies should be their most ardent backers especially against critics who might still be inclined to dub them "frills and folderols."

Definite cooperation between recreation workers and educators in the community was an important point discussed and agreed upon. Each should know the other's program and objectives to the end that efforts may be coordinated.

Mr. Zanzig brought up an interesting point about music in the schools. He had praise for the great things done in schools so far as instruction is concerned in both vocal and instrumental music, but he felt that in too many places overemphasis was being placed upon "bigness"—big orchestras, big glee clubs, big brass bands, and the use of big instruments such as the tuba. He made the point that only a small percentage of these instruments are ever made use of in home activities. Recreation workers, he felt, could perhaps suggest to school people the advisability of not emphasizing just large instruments and large groups, but the homelier instruments and the smaller groups. Mr. Zanzig also brought out the fact that so far as music is concerned there are thousands of people who have learned to play instruments which they will not in all probability use later. Finally, he suggested that for those who are trained in orchestras, bands and choruses during school days there ought to be plenty of opportunity for continuance in community music organizations. At present in most cities and towns such opportunities are not yet plentiful enough. It is here that recreation agencies can do a great service and thus conserve rich, human assets.

Quite a discussion arose on this point: In places where schools conduct a recreation program, who should assume the responsibility of direction? Shall it be a person who has other school responsibilities or one who has no other duties? We were quite surprised that so many thought it depended largely upon the plan of organization and the quality of personnel in the staff.

The Chairman, Eugene T. Lies of the N.R.A., informed the group of the study now being carried on by the National Recreation Association on the subject of the relationship of our public schools to the problem of the recreational use of leisure, which, it is expected, will be of help to the schools, to the recreation field, and to other agencies interested in school progress.

Revenue Producing Facilities in Park and Recreation Systems

By Charles E. Reed

National Recreation Association

THE group considered the problem of revenue producing facilities from two standpoints. First, they considered those factors that have made this an important subject; secondly, they discussed some of the basic principles that should guide departments in determining what activities should be charged for and which should be provided without charge.

1. Why has the charging of fees for Public Recreation Facilities and Activities become a live and perplexing topic?

The rapid acquisition in recent years of recreation facilities, and the annual expenditure for their maintenance and operation, represent an investment of public funds amounting to many millions of dollars. Because of the recognized benefits resulting from these facilities and activities, municipalities everywhere are confronted with an increasing popular demand for more opportunities of this nature. The increasing margin of spare time at the disposal of all classes of our

population accentuates this demand for provisions whereby self-expression and human satisfaction may be realized.

Simultaneously, a more conscious interest has been developing among governmental agencies and public officials to ascertain just what is happening in this relatively new field of public service, where the movement is leading and what the returns are on the investment. Just now tax-supported recreation services are definitely affected by the national demand for tax reduction and for economical administration of all governmental departments. Hence proposals to charge for the use of certain facilities and for participation in various activities provided by park, school and public recreation departments, appeal more readily to the public mind.

As the drama program develops on playgrounds out-of-door festivals and pageants multiply.

The discussion centered primarily on charges for adults, and two phases of adult charges received major consideration. (1) the basis for charging adults; (2) the extent to which cost of operation and maintenance, improvements, and capital outlays should be met through the revenue produced by charging.

The attempts to answer these questions came from the discussion leaders, with others participating, and from a special study of fees and charges which the National Recreation Association has just concluded, the findings of which were presented to this section meeting.

The discussion brought forward certain types of recreation services for which fees may be considered: (a) Those requiring large capital expenditures and operating and maintenance expenses; e. g., golf courses, swimming pools, camps. (b) Special services or conveniences involving extra expense for equipment or leadership, such as bathing suits, towels, lockers, checking accommodations, instruction in various kinds of classes; e.g., dancing, music, dramatic productions, handcraft, gymnastics, and others. (c) Those services involving the use of materials ultimately retained by participants: handcraft projects, garments or decorative articles for the home, such as lamp shades, leather articles. (d) Facilities and services used by non-residents: golf, tennis, swimming, because (1) they contribute nothing in tax funds to support; (2) they crowd out locals, and (3) they delay acquisition of own facilities.

With respect to charging for recreation services to children, there seems to be general agreement that children under fourteen years of age should be exempt from fees. If charges are considered advisable for the use of supplies, materials or equipment, they should be on the basis of cost to the department, especially where handcraft projects are retained.

Free periods or reduced rates should be arranged for children when charges are regularly made. This applies to admissions, suits, towels, lockers, pools. There should, it was felt, be lower rates or free periods for swimming pools, tennis, golf.

There was considerable discussion of the extent to which a department should try to build up surpluses by charging. One city, for example, thought a fee on tennis courts was justified to the extent of providing a surplus for construction of additional courts, possibly before applying any of the revenue to operation and maintenance costs. Another city, referring to revenue from

golf, contended that in all cases the revenue should first be applied to operating expenses. The discussion and the general findings of the special study seem to indicate that charges designed to provide more than the cost of operation and maintenance may tend to defeat the fundamental objectives of the best possible recreation for each individual and for the community as a whole. The principle that capital expenditures for land, permanent construction and equipment should be provided from public funds is widely accepted.

Additional questions of importance were projected, particularly, from the national study which embodies the practice and experience of 175 municipal departments, including those in ten Canadian cities. For example, the goodly number of advocates of free recreation services point to specific disadvantages of charging, as they see them. They say, first, that charging is double taxation; second, that charging tends to develop commercial standards; third, that fees restrict participation; and fourth, that public recreation is so fundamentally important to normal development it should be on the same free basis as public education.

Other pertinent and puzzling questions arise: (a) Should admission fees to public recreation functions be authorized? (b) What should be the attitude of administering recreation bodies or departments toward collections at athletic contests? (c) Should amusement devices of the commercial type be operated on public park and recreation areas, using public facilities for money-making purposes? (d) What relation does charging have to liability for accidents to those using public recreation facilities?

Thus it was evident from the discussion and the information submitted at the section meeting that the problem of charging is not a question either of free service throughout or of fees on the basis of all the traffic will bear. From the standpoint of the recreation movement as a whole, it is not that simple a proposition. As a general working basis, however, all are in agreement, no doubt, that the objective in both free and charge service should be to provide the best possible recreation for each individual and for the community as a whole, in adequate variety and amount. Furthermore, that neighborhood needs and living conditions of those for whom such service is intended, are constant considerations of paramount importance.

NOTE.—The study outlined by Mr. Reed is to be made available under the title "Charges for Community Recreation Facilities and Activities of Public Park, Recreation and School Systems.

Reports indicate that cities everywhere are taking advantage of every opportunity offered by the "weather man."

Courtesy Minneapolis Board of Park Commissioners

Courtesy Amelia Dunne Hookway School, Chicago, and the Chicago Schools Journal

Through pet shows and story hours playgrounds help to foster the child's love of animals.

Drama Problems in Recreation Programs

By Josephine Blackstock,

Oak Park, Illinois

OUR meeting proved a challenging one, drawing a large crowd and disclosing a wealth of new material.

Pointing to a future in playground drama that had stirring meaning, such thrilling new highlights were presented as Bloomfield, New Jersey's outdoor theater converted from a dump, a model of cooperative effort in which the playground staff, the National Recreation Association and the local town engineer joined hands.

The Montreal Drama League, so wisely and so thoroughly threaded into the dramatic warp and woof of the community through an intensive survey and a linking up with other agencies such as the settlements, the Y. M. C. A. and the Y. W. C. A., finally reached a decision to put facilities for drama into every new playground building.

Westchester County's remarkable achievement of a Drama Association included twenty-six groups of players giving one-act tournaments drew volunteer directors from Yale and Harvard staffs for round table discussions on play production problems, exchanged players, lent costumes and properties, and conducted a summer school of the theater under the direction of a staff member at Cambridge.

The Madison Square Boys' Club had a program of a notable series of one-act and three-act plays, often coached without payment by Broadway professionals, a challenge to the possibilities of drama for the boy. Lakewood, Ohio, and Memphis, Tennessee, conducted well organized programs of community-wide dramatics.

The presenting of this material resulted in some vivid and challenging discussions. The value of dramatization of stories in the playground program, as opposed to the finished play, drew sharply divergent convictions. One speaker not in favor of such dramatization stated that the child should have time to live over the stories quietly in his own imagination without the immediate reaction: "What part shall I play in it?" However, the sense of the group seemed to be that this form of elementary dramatics was valuable in the education of the small child.

Should the child under the age of ten be allowed to take part in plays presented before the public?

Here again the opinion was divided, but the majority seemed to favor allowing the child this early participation.

The fact that many playground systems are putting in one-act play tournaments in their younger children's program brought out the question of the value of these tournaments. The vote taken showed a large majority of the group opposed to the idea. The sentiment seemed to be that the competition involved was detrimental to the child as yet not emotionally stable. The opinion was advanced that if tournaments were held only competent people for judges, who were adequately paid, should be used.

The question of whether the playground system with a small budget should permit the only partly trained play leader to coach plays, or wait until a drama instructor could be secured, drew long and heated discussion. Some present were in favor of drama purely for the fun aspect, and therefore would turn over the program to the play leader. Others adhered to the theory that acting is the most difficult and challenging art in the world and should never be left to anyone but the trained director.

The discussions at Toronto were only a part of the program. Congress members will long remember the gracious hospitality of our Canadian friends—the tea given by the Premier of Ontario; the trips about the city; the singing of the Mendelssohn choir; the pageant presented by the employees of Eaton Company; the dancing of the Ukrainian group from Hamilton; the presentation by the Mayor of Kitchener of maple leaf plaques painted by the school children of that city, and other courtesies too numerous to mention which made the Congress at Toronto so memorable a one.

The sense of the meeting seemed to be that as far as possible play leaders should be secured with at least some elementary training in drama, and that in order to reach a large group, rather than a small one, they should be used to start the children in plays, filling in, so far as possible, for the drama director.

The important question of whether the boy should be allowed to start his education in drama with second rate farces and comedies which nevertheless appeal to his natural interests and then gradually led to an appreciation of better plays, was laid before the group. One speaker held that just as playing the ukulele or a mouth organ leads to an interest in higher forms of music, so should these lower forms of drama. There the group seemed about evenly divided as to the advisability of this method.

"Do the large pageants given as a climax to the summer activities effectively sell the program to the public but often exploit the child and overwork the play leaders?" Here there was divergence of feeling, but clearly the majority of the group feel that the good effects on the child offset the unfavorable ones.

"Does the proximity of a large city with the professional plays it offers preclude a wide interest in amateur drama?" Apparently not, if the coach is competent, the plays attractive, the performances well advertised. However, the problem of interesting adults in drama appeared from the discussion to be a much more difficult one than that of reaching the children. Here again a survey of existing club, church and school drama, to avoid overlapping, seemed to be the solution.

Winter Sports

By Albert B. Kellogg,

Superintendent of Schools, Claremont, New Hampshire

THE discussion at our section covered those seasonal recreation activities involving the use of ice and snow, and followed three lines of thought—namely, the physical need for hardening the body by exposing it, properly clothed, to cold air and winter sunshine; the activities that could be included in the program, and ways and means for their successful administration.

It was stated that whereas the science of medicine is conquering the bacterial enemies of mankind, there is a distinct loss in ability to make the vasometer adjustments necessary for health, and the best way to raise the efficiency is to go out into the cold air occasionally. To prevent a weakening effect from the hothouse environment in which we are wont to hibernate, we might get out the old toboggan and enjoy the experience of "whiz and then walk back a mile." The idea was presented that if there is to be any retrenchment of the recreation program the cut should be from summer rather than winter activities. The low per capita cost of winter sports as well as their many advantages was advanced in support of this thesis.

In determining what sports shall be included in the program of communities favored by freezing temperatures and snowfalls, a study of the local topography should be made. Two general principles were advanced in connection with the choice of sites—one, that natural settings with motor transportation be utilized, thus avoiding the ex-

pense of remaking nature; the other, that slides and skating rinks be arranged at the central playground. Each community should settle its own particular problem with both ideas in mind. The distance from the center of population of the natural hill or pond may be condemned under the law of diminishing returns, for as the distance increases accessibility decreases, and the project may prove to be only a sport center for a favored few rather than a place of winter recreation for the community.

Where deep water is used for skating the strength and condition of the ice should be carefully tested each day. Snow must be entirely removed from such skating places as its weight when piled along runways or the sides of a maze will cause the ice to sink. Where ice is to be made on a level field, operations can begin as soon as the ground is well frozen. Ample space for snow disposal should be made. Such rinks may have the advantage of the setting up side-by-side of a hockey rink, one for speed skating and one for general or fancy skating. Minneapolis reported such a combination. Problems of illumination, the shelter house for warmth and the checking of shoes and the location of refreshment concessions may be simplified by such an arrangement.

A skating place at Newton, Massachusetts, was formed by building a two foot dike along a stream. The water was then raised by means of a dam already existing and the meadow was covered. The openings in the dike were closed and the stream again lowered leaving a thirty acre pond trapped. There would be difficulty in renewing the ice here.

The preparation of a ski jump requires a natural setting, for skiing is primarily a sport for rolling or hilly country. Bob-sled runs and tobogganing are simplified by a hill, although very successful slides for children and even for adults may be built on level ground. These latter can be purchased or made up locally. Glens Falls, New York, reported the cooperation of the local manual training teacher and his pupils in building an ample slide on plans drawn by the engineering department of the Delaware and Hudson Railway. Detailed plans for toboggan slides, ski jumps, rinks, field houses and such can be found among the publications of the National Recreation Association.

Having determined what activities should be given place on our program, the arrival of cold weather marks the beginning of a battle of wits with the weather man to keep the facilities in operating condition. A good barometer and thermometer will help, but at times all signs will fail, and hence there will be less heartache if an opportunist and temporary program is used. Such events as weekly competitions for groups divided by height, with ribbons or an award at the close of the season to the high gross winners, are popular. The setting aside of definite periods for the use of rinks by special groups, such as Boy Scout troops, Buddy Clubs, women's groups and others, is wise, the rink director even arranging the play details for the visitors. Rink discipline should be fully enforced and politeness and consideration demanded. A skating police officer is particularly useful in this connection. Portable music equipment adds to the attractiveness of skating. "Old timers" nights and masquerades are found to be helps in extending the use of the facilities. In the operation of slides there should always be a starter and when there are large crowds, assistants to help sliders out of the runways and to control the numbers going onto the tower will be needed.

Some form of festival seems naturally to come in the course of the season. The term winter "carnival" did not appeal to some of the delegates in view of the commercialized set up so often found operating under this name where the hotels, press and other agencies cooperate to capitalize on the children's play. Pageantry, competitions, fireworks and the rest are valuable experiences. There must be care in the planning to insure the desired results. And certainly the values to the children will be greatest when the period of preparation and training extends throughout the season. The festival week may include all kinds of competitions on skates, snowshoes, skis, dog sled races, ski joring, wood chopping contests, tugs-of-war in the snow, exhibits of snow sculpturing, and similar activities.

Experiences from the Chicago playgrounds were quoted showing how the sculpturing idea began when the children modeled with their hands various small animals and snow figures. Then tools were brought in—chisels, trowels, knives and rasps which were found to give a fine hair effect. Next a little girl picked up her snow dog and carried it away, and the next development was a parade of ice figures. Architectural forms followed, and by use of water color dyes beautiful stained glass effects were evolved. Colors were then applied to the figures. A group representing an intervarsity basketball game attracted much attention by the familiar colors of their uniforms.

The painting of landscapes on snow ice by the use of oils developed as a fine medium of expression. Simple ice block towers or piles with colored electric lights glowing within were found to give beautiful effects on the evening landscape.

The success of the program will depend on the common sense and energy of the director. We have the materials at hand for this fine recreation. Here in Canada it is ice skating; in Newton it is mass skating; in another town right facilities bring skiing to the front. In your town what will it be?

Trends in Preschool Child Play Administration

By Christine Heinig,

Director of Guidance Nursery, Child Development Institute, Teachers College, Columbia University

THE group which met to discuss trends in preschool child play administration was not unique in mixing philosophical thinking with the discussion of practical problems.

Our chairman started us off with a challenge in regard to the terminology we were using in setting play apart from life as a special and differentiated activity implying that its opposite, "work," must exist separately. The pertinent bearing of this quibble over terms had to do with the fact that for the preschool child there is no such difference in his activity. He is constantly trying to get, and is frequently getting, satisfaction from the thing being done.

For the preschool child training should mean that the child learns how to set a goal and then carry on to achieve it. Three trends are inherent in this operation. The first is concentration. The second, diversity of interest. The third, preparation for growth and maturity.

Attention to early education is important; in fact it was felt by some in the group that every two-year-old child ought to be, and soon will be, under a school roof for part of the day at least. Here, it is hoped, he will get that training that will make him able to live cooperatively with his fellows.

The question was raised, "How many children under school age are there, and what is being done about them by the community, with public funds and tax money?" The 1930 White House Conference report states that seven per cent of the total population are children of six years of age and under. One group member stated that forty-seven per cent of the children in his town were of preschool age, and yet for six years of those children's lives no tax money is being spent on them. The majority of children of other age groups go to school for part of the day and get training there, but the preschool child, except for three hours of the day when he eats and sleeps, is "at large."

Recognizing the importance of the preschool age, the group was unanimous in feeling that recreation centers had done little or nothing for the child under six. It was stated by one recreation worker that recreation centers had in general a well planned program for the child of six to eight, but the preschool and preadolescent groups had been neglected.

Two reasons were given for this apparent neglect of the preschool child. First, we haven't thought of the preschool child in the past; and second, the preschool child has not forced his needs, but rather has been pushed away from recreation playgrounds by lack of protection from the rougher play and behavior of the older children.

The need for play space restricted to the use of children of this age is the first important necessity. One center in New Jersey has a Tot Lot, equipped with small sized equipment suitable for use of the young child. It was considered possible to fence off or screen off with planting, a section of playground for the use of the young children. One discussion member emphasized the point that with protection and a welcome guaranteed, children of six and under would make use of the playground.

Another suggestion made to solve the problem of play space was that of schedule. The best play hours for toddlers are in the mornings, and it should be possible to arrange a schedule that would provide certain hours for the young children.

The second great need presented was in regard to equipment. Recreation centers having ample space have not equipped that space. It is a challenge to be met by all of us. Manufactured material is not adequately made to fill the need of the preschool child; it is not designed with proper consideration to the length of his reach, how high

The requests which have reached us for information regarding recreation and unemployment have made it imperative for us to publish in this issue of "Recreation" the material available on the subject. It has not been possible, therefore, to present in this number all of the Congress proceedings. Other addresses and discussions will appear in the January issue.

he can climb; the things he wants to do with them are often very different from what the manufacturers planned. When material is manufactured for the preschool child, it is generally pretty flimsy. The recreation centers spend money on it the first year and in two years there is nothing left of it. It is possible to have carpenter-made equipment that is very satisfactory since the equipment necessary is quite informal. Ladders, boards, packing boxes—any manipulative materials with which the children can experiment will do. A great deal of attention should be given to the proper use of the equipment, that a misuse of equipment, more than its misfit, might prevent the equipment from properly lending itself to the creative ideas and desires of the child.

The third great need is that of securing trained leadership. The worker who can plan activities for this age child and see to it that the child got something out of it must be especially qualified from the standpoint of training and personality. The problem of the high cost of such a worker was brought up, but the question was left open. One city is solving the problem for children five to six years of age by having the recreation center offer space and schools to supply well trained teachers. In a few instances teachers trained in child development have been secured.

The question was raised concerning the need and importance of helping parents with the problems of the children. It was felt that some recreation groups are attempting this parent education through group or individual work with them.

Summing up the discussion, it was generally felt that this age child depend a good deal upon an understanding of the psychological background, upon training that is suitable, training that is expert and capable of handling children of this age. Such training and individual development require trained leadership, which is considered expensive, but several of the centers have been successful in budgeting their money so as to get properly trained people.

I should like to add that if this leader is well trained for preschool child training, she certainly ought to be able to fit in with the recreation program in other of its aspects.

It was also suggested that perhaps a certain amount of superficial training could be given to people who have already been trained in the principles of preschool child training to bridge over the gap until we have the budgets necessary to secure properly trained people.

As a whole, these two points were made; that something should be done for the child of six or under in recreation centers and that proper recreation planning must consider them and provide the necessary protection, space, equipment, and leadership.

Joseph Lee: I want to suggest one thing. What the child wants and needs is the old-fashioned slide, the best kind being merely a board tipped on one end of a box, the kind you can all have in your backyards and in your playgrounds if you are not too proud. The next best thing is a box with sand in it big enough for the child to get into it and work. It is better not to have it on a table, for the child likes to sit in the sun. He likes to have room in which to work, in which to play house so the box should be deep enough. Do not use sand so fine that it will not stand up when you want to mold it.

The child likes to build up. He likes to play where there is rubbish of all kinds. A bank on which to roll down is good. Then, too, you know children are in the balancing business and the thing my children used was a piece of board because it was hard to walk along. Children like to roll down a bank; they want to run down cellar doors or slide down them. Any slide they can walk up or down is all right. Preferably there should be shade trees where the mothers can sit without roasting in the sun near the children.

As to trained leaders, why not get the kindergarten teachers in their off time? They can come to the playground in the summer. The kindergarten teacher is trained in the teachings of the greatest genius of child life. Some of you may say that the kindergarten is obsolete, but if so childhood is obsolete. The kindergarten is something no one understands except the teachers who have been through it, and we have all those people trained now. Why not use them?

There are all kinds of apparatus, but just put anything in the playground and the young child will use it.

What Physical Education Can Do To Train Children For a More Adequate Recreation Life

By John Brown, Jr., M.D.

The National Council of the Y.M.C.A.'s, New York City

THERE were approximately 200 in our group; standing room was at a premium, and every minute of the time was spent in very lively participation, both on the part of the discussion leaders and those who discussed the topic from the floor.

One speaker stated he considered this topic the most important on the entire program of the Congress. Judging from the way those who were present participated, many others felt that it was one of the most important topics to be considered in a gathering like this. I personally believe it is really at the heart of the physical education and the recreational problem.

If physical education can make its maximum contribution in childhood, in order that in after life the individual may live most completely, only then will physical education as such, and recreation in the community, find its complete fulfillment.

The heart of the matter was stated rather concisely by one speaker when he framed this question: "What is physical education now doing, and what more can it do, to help children live more completely after they leave school?

Now, a great many practical suggestions were offered. Many problems were stated, and without seeking to amplify each of these, I am going to just cite them as they came up in the various presentations. Only in one instance was an expression of the entire group asked for by the Chairman, and that was on the point as to whether or not those present felt that one not professionally trained could successfully administer a program of physical education designed to make the largest contribution to the after recreational life of the individual. The consensus of opinion of the great majority of those present was that only an adequately professionally trained person could administer physical education and recreation, and undertake such a great responsibility, with any hope of success.

There were one or two who cited instances of individuals who had not received professional training, but who were trained in liberal arts and other courses, who were very successful leaders, but I should say the first point in time and importance was this matter of need for professionally trained teachers of physical education and recreation.

Along that same line there was expressed a need for a scientifically constructed course in physical education as a basis for the study of those undergoing this physical training. Incidentally, one of the speakers made the point that in such training of professional workers the present emphasis is on training for the city, the larger city school and community, and that more and more account must be taken of the needs of the rural school and the rural community.

This very important question was raised with reference to the curriculum, not in teacher training, but in the physical education activities: Would it be desirable to do away with unsound discrimination in the present unsatisfactory classification of so-called major and minor sports? And, instead of considering them of major and minor classification, consider them all as identical sports and stress those which have greatest carry-over value in after life?

The elimination of awards as false stimuli was a point raised as a problem. The need of greater freedom on the part of children to select their own activities from a far wider ranger in a more diversified program was another point.

Greater emphasis upon the teaching of the elementary skills, particularly in the lower grades, was also urged. As an aid to this, the desirability was mentioned of dissecting games into their elementary units for developing these skills, thereby predisposing children to more active participation in games to greater pleasure and more profit.

One of the speakers cited an instance in which he watched for thirty-five minutes a group of boys playing soccer. During this time only six of the participants had actual contact with the ball by kicking it. The others had not learned how to kick and those who were playing were careful to see that the ball didn't go to those who didn't know how to kick! We see that same thing in tennis and in other games. The ones who are on the teams give the ball to the ones who can handle it, and so time and again in the discussion this point came up—and I think if we get no more out of this section than this, it will have been worth while—that it is while we are dealing with the children in the lower grades we must see to it that they get sufficient instruction. This involves time allotment, still another point; time for practice in participation in the elementary segments of what go to make up the more complicated games so they will require more skill and proficiency and have satisfaction and joy in achievement, and then when they go out to play on the teams, they will do so with equal facility and pleasure.

Because of this, there is equal need for the classroom teacher to be thoroughly trained, not in all the ramifications of physical education as such, but in all that is essential in order for her to be a good classroom teacher for such recreational and educational activities as the pupils under her charge should have who are in her hands; because she has the first contact and be-

cause she has the pupils while they are still young, her contact, in the opinion of the group, is the most important.

Increasing the functioning, and developing the interests of those who do not choose to run, is more in order that we may make them want to run, and run with satisfaction and success. A lot of people don't play and don't have fun in recreation just because they are too lazy. No one is made to want to change their minds on that point.

We must magnify in the minds of the graduate schools the importance of the function of physical education in relation to the grades, so this field of service will have greater appeal to the best graduates. Too often these best graduates are attracted only by the lure of the high school and the college field, whereas the grades represent the fields of larger potential, and more lasting influence in affecting the later life of the child.

The last point I shall make is that there is need for more co-ed participation in education, in physical education, if we are going to help the community director in bringing the young people together for enjoyment in all sorts of activities. This means a majoring upon types of activities in which boys and young girls can play, and there are lots of them if you only think about it.

There is a need for greater coordination and active cooperation between those administering the program of physical education in the schools and those in charge of municipal recreation, and a need of an interchange of facilities.

Joseph Lee: We ought to be sure, as Dr Brown has pointed out, that children acquire the skills which are going to give them a happy life when they grow up. We must be careful, however, that we don't prevent their having any life at all while they *are* growing up. And you can find games which will at the same time let children live now and will also contribute to their skill later on. I have seen cases of children taken out of school, one of them a child of six, because the parents thought he should learn the rudiments of football. In the particular case of the child of six, the parents were anxious that he should be a quarterback ten years afterward.

Living now is the great principle Dewey taught us about education. It is life now, not life at some other time, and if we put the child in training for this later period, he runs the risk of never getting any life at all. When the modern boy gets through with his French lesson, his music lesson, his drama lesson and the learning of all that he should know at some future time, there is little chance for that boy to live in the present; and present life is more important.

Recreation in Religious Groups

By Lynn Rohrbough

Director, Social Recreation Union

WE were undecided in our session whether our subject should be "Recreation in Religious Groups" or "Religion in Recreation Groups." So we shall have to decide as we go along which it was we discussed.

Our discussion gave ample proof that religious groups are taking a profound interest in recreation. Eighty per cent of those present were primarily concerned with religious groups; twenty per cent were municipal. Therefore, any criticism was self-administered. Agencies represented were Knights of Columbus, Young People's Societies, Young Men's and Young Women's Christian Associations and churches, both urban and rural.

Our discussions fell into three groups: (1) Objections and goals; (2) Problems of leadership; (3) Programs and activities.

The greatest emphasis was on objectives. The first objective is that religious groups must constantly emphasize the essential unity of a man's life; that no longer was there a divorce between prayer and play. The question whether the religious life could be complete without recreational elements was discussed. You will remember it has been said that the greatest recreation is a religious experience, so perhaps recreation workers are awake to that fact.

The second objective is the primacy of the individual person. It was agreed that wherever the institution started to build up itself there was a loss in values all the way around, and that we should keep constantly in mind that the recreation program is for the good of the individual human being, not the institution. No longer dare we use play as bait, or as a fly-paper to catch people for religious purposes. We must aim to feed the normal hunger for play in order that the individual may share a rich, well-rounded experience. When a desire to serve an individual need replaces a selfish institutional motive, a fine loyalty grows up as a by-product.

The third objective is to discover latent interests and develop new talents. The question was raised whether the church should try to put on a com-

plete program of its own. The average church spreads itself out so thin that it makes no impression on the community. Churches should avoid the temptation to duplicate or parallel an already popular activity, but they should explore new areas and meet neglected needs. It is not desirable that the church enter a competing program, but it should become a pioneer in new lines.

A fourth objective is the responsibility of the church to sharpen up ideals and standards of community recreation. Much church recreation is not of as good a standard, as the public variety. It was felt that it was best to practice fine sportsmanship and then extend the example, and it was believed in regard to church programs that immediate expediency did not justify low standards in the hope of reaching a future ideal.

A fifth objective is to help develop in this age of disintegration, a group consciousness and —a euphonic term sometimes used — a "community unity," a group relationship to replace the present casual one, and thereby reintegrate the loose ends of society.

Courtesy Detroit Recreation Department

One highly desirable thing about the almost universal collecting instinct is that it so often drives us into the field of nature.

By way of summary we might say that the primary job of a religious institution is religious; that it is useless to sugar-coat play; that to do so is invariably a flop. The youth who are brought to church to play basketball do not stick. It was thought that when youth came to church to play basketball or volleyball it was primarily for that purpose, to play what they are interested in at the moment, and that suitable places should be provided for such play.

The second center of interest was leadership. The leader stands at the very heart of recreation. Hundreds of fine church plants are unused for lack of leadership, in the midst of a crying need. The opinion was vigorously expressed that the untrained leader was not worth a row of pins, and eloquent testimony was given of the good returns from an investment in leadership training. It was therefore agreed that discovering and training leaders was a vital function of religious groups.

A brief survey showed that leadership training was already offered by the following agencies: International Council of Religious Education Standard Training Classes; the Y. M. C. A. and the Y. W. C. A. and the Public Recreation Departments.

We had two intensely interesting illustrations of two training projects that had almost identical results. First, a church training school conducted by the Wentworth County Y. W. C. A. in which the Hamilton Playground workers were trained along with leaders from 82 churches. In five years more than 800 leaders from a hundred communities were given elementary training in social recreation.

The second illustration was that of Detroit where a municipal group under the leadership of Miss Viola P. Armstrong, has, over a period of five or six years, done a job very similar to that of the Wentworth County Y. W. C. A., training leaders to do this job. First, Miss Armstrong said, in describing the development, requests came from churches for leadership from the Department's staff, and this was cheerfully given. Second, a card index was kept of promising leaders discovered in various church groups, and these people were trained with the idea of making them key leaders. Third, when requests came in from 720 churches, making it impossible to meet them all, the Department offered to train leaders in one of

the churches. That was carried on over a period of twelve, twenty or thirty weeks, with the result that Miss Armstrong has a corps of 150 well trained volunteers whom she calls on to direct parties in any church. And the beautiful thing is that these volunteers go out and lead services without any expense. It is purely a voluntary service.

Now let me suggest that the bread cast upon the waters comes back to her, for she reports an increase in good will, open churches, open buildings, by her having provided leadership for community programs.

It was brought out by direct contact, through a leader from another church, that scores of buildings were out of use, and by this method of Miss Armstrong's a program can be arranged whereby through confidence and mutual cooperation programs can be accomplished without competition.

If families would play together more there would be fewer home problems.

Another matter for discussion was programs and activities. First, a program for all ages must be emphasized, the adult group being felt to be perhaps the most needy and neglected. Second, the question arose as to the value of highly competitive activities, and the use of awards. Mr. L. A. Buckley, the chairman, quoted Kilpatrick, who felt that awards were to recreation what scaffolding was to a building; it was not finished until the scaffolding was removed. It was said that we should transfer interest from winning to play for its own sake and eventually do away with the use of awards.

Administrative Problems of the Individual Playground With Good Equipment

By Robert E. Coady,

Cincinnati, Ohio

THE discussion dealt with three points — leadership, programs and the community in which the playground is located.

Mr. J. J. Syme of Hamilton, Canada, said that problems of individual programs can be greatly simplified by careful planning. First of all, the program conducted on the individual ground must be of interest. The most interesting program is the one which develops skill, and those who take part in the activities encouraging skill will have more enjoyment in participation. Mr. Syme also emphasized the fact that extreme care must be taken in the selection of the play leader for the individual playground. The qualifications of the play leader and the characteristics of the neighborhood in which he is placed must both be taken into consideration.

Francis J. Mahoney, of Somerville, Massachusetts, told of the use of junior leaders who are selected by the playground director. These leaders have been successful in various types of activities, particularly in the safety program. Somerville uses a number of volunteer leaders who have been very helpful in carrying out programs.

Mr. Ernst Hermann of Newton, Massachusetts, pointed out the need for great care in the selection of playground directors for the individual playground

Courtesy "Childhood and Character," National Child Welfare Association, Inc., New York

and stressed the inadvisability of transferring to other centers workers who are satisfactory and successful where they are, because of pressure from the outside. The play leader who understands the temper of his community and is familiar with the background and tradition of foreign-born groups in his neighborhood will know the type of recreation which the neighborhood should have, and there should be no interference with his program.

The individual playground should have certain standards which are maintained by the observance of certain rules rigidly lived up to. These rules should be enforced. The recreation worker who insists on the maintenance of standards will have the respect of his community.

Keep constantly watching for potential leadership, Mr. Hermann urged. In our communities are many young people of leadership caliber to whom the playground offers opportunity for training. Boys who have gained the reputation of being "no good" can become real assets to the playground and to their community if they are given responsibility on the playgrounds.

Mr. Harold White, of Mt. Vernon, New York, stated that the plan most successful in his particular city involved the close following of a definite weekly program by the individual playground director and a plan of supervisorship which, because the playgrounds are not a great distance apart, can be pretty constant. He mentioned the necessity of keeping the good will of the neighbors of the playground.

Miss Josephine Blackstock of Oak Park, Illinois, felt that we have considered a little too much competitive games and too little drama and handcraft. In Oak Park, drama and handcraft have become very popular. "You Can Make It" contests have been carried on for two years. Many older girls have been reached with recreational opportunities through the instrumentality of the women's clubs who are offering a broad program. Interest in music is keen, and there are six orchestras on five playgrounds doing some fine work.

Mr. G. I. Kern, of Cleveland, Ohio, urged economy in the care and distribution of equipment. It is the responsibility of the playground director, particularly in a period of financial depression, to see that everything made available in the way of game supplies and equipment be utilized and conserved.

Music Trends in Recreation Programs

By Glenn Grant,

Los Angeles, California

THE first part of our program was taken up with a discussion of the scope and function of music in recreation programs. In addition to the usual emphasis on the social value of music, attention was given to the integrating and liberating effects on the individual that it may have under good leadership, to the joy of achievement that comes from singing or playing well, to the expression of fine feelings and qualities that are not realized in the ordinary experiences of life, and to the power of music to enhance the meaning of ideas, occasions and institutions—like schools, camps and playgrounds—that might otherwise be dull affairs. Several examples showing how music may have these values were described by various members of the discussion group.

The second part of the discussion had to do with musical taste, both with regard to the choice of music and to the choice of an instrument. The effect of the radio in raising standards of choice and of performance was brought out, it being generally agreed that the proportion of broadcasts that are now being given to high grade music is much larger than in the early days of the radio. A remarkable thing about this is the fact that the improvement has evidently been due to, or has at least paralleled, an increasing interest in such music among the people. It is not being imposed by governmental or any other authority, as in some European countries. This and the great musical advances being made in many high schools indicate unprecedented possibilities for recreational use of high grade music and musical skill.

We must not, however, neglect the simpler instruments and skills. "What value has the harmonica?" was asked. The consensus of opinion seemed to be that the principal things in regarding any instrument are: First, the quality of experience that it provides for the individual not what someone else thinks about it; secondly, the quality of the music that can be played on it; and thirdly, the growth in expressiveness and enjoyment that it makes possible. It was agreed that any of the conventional band and orchestra instruments and the piano undoubtedly have greater possibilities than the harmonica with respect to each of the three considerations, especially for

adults, and that where interest in them can be aroused and instruments obtained, recreation leaders should provide for the playing of such instruments rather than the harmonica. But these conditions are often lacking, and many a boy who has found his way to musical enjoyment through a harmonica would otherwise have been left musically mute and indifferent. It must be remembered, too, that tunes as lovely as any in the world can be played on the harmonica, and that good playing of part-music in a harmonica band is for boys and girls as effective a means of gaining self-respect and ability to take happy part in a social enterprise as can be found, short of singing in a very good chorus or playing in a good orchestra or band. We must remember that it is "short" and becomes shorter as the individual grows older, while singing or the playing of the piano or an orchestra instrument may become an increasingly rich means of expression as he grows older. Examples were cited of boys who progressed from the harmonica to one or another of the best sorts of musical instruments.

Mr. William W. Norton of the Flint (Mich.) Community Music Association gave a summary of the remarkable work being done by that Association, especially with respect to the carry-over of school music into community musical activities of many kinds, including a symphony orchestra of 103 men and women who play for the love of it and give three free concerts a year that are each attended by from 1,500 to 2,000 people. The assistant superintendent of the Los Angeles Recreation Department told of progress being made in what for several years has been one of the most outstanding cities in recreational music. Especially significant is that department's provision of rehearsal places, moral support, and aids in publicity for many amateur groups that are otherwise independent. A series of certificates awarded for progress in harmonica playing is also important. Each succeeding certificate represents a further step that is tested by the playing of certain pieces listed on an achievement card. Mr. Lee F. Hanmer gave proof from experiences of some war-time song leaders of the expansibility of even the lowest musical tastes. Mr. G. Roy Fenwick of the Hamilton, Ontario, public schools gave stimulating testimony of relations between school and community music, and Mr. August Fischer of the Lansing (Mich.) Recreation Department dealt with the trials and triumphs of providing summer band concerts.

The discussion group, the largest gathered for any sectional meeting on music in several years, closed the session with a unanimous expression of the increasing importance of participation in good music of the various kinds as a means of recreation.

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How Can Park Departments Extend Recreation Service?

By F. S. Mathewson

Union County, New Jersey, Park Commission

It was indicated at this session that the provision of recreation is playing an increasingly large part in the formulation of park policies all over America. The rapid disappearance of "Keep Off the Grass" signs and the promoting of organized programs of recreation are primary factors which are enabling a maximum use to be gained from public parks. The policy built on these standards, it was felt, is the desirable one to be followed in the future.

Where space permits every known form of physical activity can be promoted in a public park without detracting from the beauty of the area, and in some cases, by means of an organized program it is possible even to preserve the planting in certain sections by concentrating turf destroying activities to restricted areas.

Making parks and their facilities accessible to the masses was suggested as another way of extending recreation service. The plans for the 2,000-acre Marine Park now being constructed in Brooklyn, New York, call for a subway station in the center of it with bus service to the picnic areas, ball fields, tennis courts, and other facilities.

One delegate felt it is the duty of the park department to release at least one newspaper story each week in addition to publishing announcements and the results of games in order that the public may be kept informed of the work being accomplished and the opportunities for recreation provided. On the other hand, a speaker maintained that it is not the job of the park department to "ballyhoo" its work. Facilities should be provided

and the rest left to the public. It was noted, however, that this particular executive is doing a very good job of "ballyhooing" through his program!

The park department should make every possible effort to comply with the requests which are constantly being submitted for special service. This should be especially true in connection with furnishing facilities for new games.

The park department should cooperate fully with local churches and fraternal organizations by assisting them in conducting their social programs, planning picnics, outings and leagues. It is safe to assume that most park bodies having recreation departments supply this service in a greater or lesser degree at the present time.

One speaker told how in his city where extremely low tides are experienced, swimming pools have been built along the beaches where the sea water is held when the tide goes out. In this way a maximum number of hours of bathing is provided for thousands of people. He also described wading pools with two levels where children under competent instructors are taught to swim. At times when instructors are not present the depth of water is reduced to the second level, thereby eliminating danger.

One delegate placed emphasis on the need of park departments to secure sites for small neighborhood playgrounds if larger areas are not available. He urged that every effort be made to obtain areas of at least three acres, though properties of smaller size should be taken if larger ones are out of the question.

Organized recreation activities conducted by park departments help to popularize the whole park service to the public and to secure more adequate financial support for the entire park program.

Even though adequate newspaper publicity is highly desirable, the demonstration of activities is by far more productive, leading as it does to the developing of a sentiment that cannot be ignored by the finance governing body.

In Portland, Oregon, the Park Department purchased forty acres adjacent to a school building located on a ten acre tract, an example of close cooperation between two arms of the city government in the interest of human welfare. Incidentally, ratables on adjoining property have so increased that the entire development has been paid for.

We learned something about municipal finance through the report that in order to procure a golf course a certain city had golf classified as a municipal utility, issued certificates, retiring ten thousand dollars worth a year. In 1937 this property will be clear of any encumbrance and will be worth more than a half million dollars to the municipality.

Every park department should have a function division whose sole and exclusive duty is to develop and administer recreation services. The recreation executive should be secured as early as possible in the development of the system in order that he may lend valuable aid in the planning of recreation features and thereby assuring the taxpayers of the maximum use of all facilities. He can give valuable assistance, if his services are requested, to landscape architects and civil and construction engineers when preliminary designs are being prepared for areas intended to be used in whole or in part for active recreation purposes. The recreation executive, because of his special interests and training, is perhaps the best person to make neighborhood studies when functions of new park areas are being determined.

Certain definite funds should be specially allocated in park budgets for recreation services, thus permitting the executive to plan his program in advance, and enabling the citizens to derive therefrom the sum total of all the advantages which they have a right to expect.

Park departments should take advantage of every available opportunity to increase their acreage by utilizing unused public property in the form of school grounds and buildings, water sheds for golf courses and other properties. It is only through such a policy that park departments can hope to meet the outstanding need in practically every city for adequate children's playgrounds and neighborhood play parks.

If the parks are what some have termed them to be, "the lungs of the community," then they must not only be provided with adequate facilities with which to give the people of that community the opportunity to breathe into their systems fresh air with all of its life-giving qualities; but they must also furnish an opportunity for absorption and appreciation of all that is good in art, music, nature and physical endeavor.

Forms of Family Play and Recreation

By James H. McCurdy, M.D.
International Young Men's Christian Association College Springfield, Massachusetts

MRS. H. MALTBY, of Toronto, first emphasized that the home was fundamental in recreation and raised the question of how to stimulate character education through

play. Running all through the conference, although it was not definitely defined, was this thought, well suggested by Bower in his "Character Education Through Creative Experiences," that education comes through instruction first. It comes, secondly, through habit formation, but it comes best through cooperative, creative experience. And the theme seemed to run, directly or indirectly, through all the discussion, that, somehow, with the family group, if the parents feel they must keep the lid on in habit formation rather than in creative, cooperative experience, they will not get what they really want to get.

Mrs. Melvin P. Porter, who, with her uncle, founded the first playground in Buffalo, told of the Frisco Athletic Club, meeting in a barn with a concrete floor where the boys ran a boxing show regularly, charging one cent per person for admission. They equipped the barn for paddle tennis, had a punching bag, had a membership of boys of eleven or twelve numbering about forty-two.

Another illustration given was that of a lot in the back of a home. The lot was forty-two feet square and it was used for a swimming pool, the outlet for the swimming pool being a wash-tub. The children brought in their turtles and fish and had a great time developing that side of it. Then around the edge of the pool they built some trapezes and had some apparatus of various kinds for stunts. A good club was developed there.

Another example had to do with a father and mother with four boys. The father was out of work. He collected old automobile parts and built a merry-go-round from those parts. Later he built also a ferris wheel. Both those amusements were conducted without any accidents.

Then it was emphasized that it is necessary to prepare parents properly for recreation. In one city books were secured through the use of a bibliography on the subject and parents were helped to secure the proper sort of literature, particularly with reference to quiet games, rainy day games, and various games for different ages.

The organization in Buffalo gave prizes, chiefly playground equipment, to those who had the most economical equipment best adapted to their needs, made chiefly by the children themselves. The Board of Education also cooperated in furnishing rooms for meetings.

Mr. Wyman of St. Louis told how men out of work made toys and apparatus for playgrounds. Some of the men did so well at this that they set up a toy-making business of their own.

Shelter, food and clothing are essential for children in institutions, but there are other vital needs.

Courtesy Protestant Home for Unprotected Children, Buffalo, N. Y.

Mr. L. C. Schroeder spoke of home development, particularly around New York, showing that the real estate people, in building apartment houses, had put rooms for play in the basement, but almost none of them knew what to do with the rooms. They thought they might use billiard tables there, at first, but upon consideration they were led to put in equipment that would help the preschool child and the older children. Instead of putting in a billiard table as a permanent fixture, as they had planned, they put in a billiard table that was demountable, that could be set

aside. They installed suitable games for preschool children, doll houses and blocks. Someone made the suggestion with reference to these rooms set aside for play, that handcraft, bead and leather work, soap carving, pantomimes, short plays and dancing could be carried out.

Mr. C. H. English, of Philadelphia, gave an illustration of the use of attics under the eaves, where bunks had been installed so that at certain times the girls of the family could invite in their friends to spend the night and have a rollicking good time. Then the boys could use those attic bunks, too, when they wanted to invite a party of friends.

Municipal recreation departments and social agencies in a number of cities throughout the country are cooperating with institutions in the promotion of their play programs. In Philadelphia, the local Playgrounds Association employed a full-time director of Play in Institutions. In Pittsburgh, the Federation of Social Agencies sponsored a training course for workers in institutions. In Albany, N. Y., Reading, Pa., Louisville, Ky., and other cities the City Recreation Departments send workers to the institutions during the summer months. In Buffalo, a second training course for institutions has been sponsored by the Council of Social Agencies.

The National Recreation Association is trying to help institutions solve some of their play problems through the services of a special field worker and a monthly bulletin service.

Rating Recreation Systems According to Population and Budgets

By Lee F. Hanmer,
Russell Sage Foundation, New York

THE task set for our group this morning was to devise a measuring stick by which communities may determine the progress they were making in public recreation and the extent to which they were providing means of a wholesome use of leisure time. I can't show you the stick because we didn't get it finished!

We had a merry session in spite of the fact that the subject was so scientific and so very serious. There were many views expressed as to how the plan could be carried out, and a number agreed that it measured up largely to the backgrounds of the different individuals and the circumstances under which they were working. That shows you in a word what was the task of this group, and so we have begged to have time out a little bit on this matter to go to some further lengths about it and, incidentally, to go forward.

There were others who were struggling with the matter of attendance and various other things, which go into the problem of devising a measuring-stick for this purpose.

It was a real, scientific topic, "Rating Recreation Systems According to Population and Budgets." It was agreed we should have such a measuring device if it was humanly possible to produce it, and someone said it was just as important to have that sort of thing as to have a bushel basket with which to measure potatoes and apples, because we want to know how much we are getting for our money, appropriating bodies want to know what they are buying and how, and city planners coming right along in close line after them, want to know what is the extent and character of the area that should be designated for recreational purposes in the city plan.

You can see at once there are a lot of angles to this—the character of the population, whether a community is one of separate homes and large, generous yards, or whether it is packed in into an industrial area with tenement buildings and apartment houses with little surrounding space. The population and the physical characteristics are important determining factors; also, the amount of free time that people have to use, and that is a varying factor, as we know, at the present time.

Dr. Jacks pointed out very clearly the other night what a lot of free time was now lying around needing to be used, and it is a pertinent part of the problem whether the community is providing a means to capitalize that free time and make it a constructive rather than a destructive force. You can easily see how this has been progressing through the years. Not long ago, we worked six days a week, of ten hours a day, and now the talk is for five days of seven hours and even six, and that means a large problem for the community to teach these people to use their spare time constructively and well.

Some thought this measuring device should be constructed for measuring cities and thereby getting rivalry; others thought that such a measuring stick was to enable each executive to evaluate his own work and thereby find out where he was in the scale, using those findings to secure an appropriation for adequate grounds, buildings, staff and supplies with which to carry on his work. It was very clearly pointed out, however, that this device would not be a device for measuring the achievements of a single recreation commission in the community or the school board or

any other public agency, but rather for evaluating all those complex factors that came into providing community recreation, further complicating it.

Then the question was raised as to what extent we should give credit to the work that was being done by private and semi-private agencies. churches, Boy Scout organizations, Girl Scouts, the Camp Fire Girls—all those activities that were privately conducted. It seemed to those in the session, although no vote was taken on it, that we should need to confine ourselves to this rule—that we will not go into these allied fields of recreational endeavor, for if we do we shall get so involved we can never arrive at an acceptable plan.

The question was also raised as to the method of rating the cities that are using facilities publicly provided by agencies other than those in the municipality itself. Specifically, that credit should be given to Newark for the facilities provided by the Essex County Park Commission both in and out of the city which definitely provide recreational resources to the people of Newark. Westchester County no doubt would like to know to what extent they should be given credit for taking care of New York City at a considerable expense and inconvenience! How much should we set down to the credit of New York for the Bear Mountain recreation park of 40,000 acres taking care of 30,000 or 40,000 people coming up from Paterson, Newark and other cities? You see there is a regional aspect that comes into the problem to complicate it further.

Then there were some amusing questions which came up as to the refinement of these problems. For example, Pittsburgh wanted to know just how much credit it should have for its intensive use of the limited number of public baths compared with cities which may have many more baths but had not used them so much. Detroit felt that Pittsburgh should be penalized for having so few, but Pittsburgh pointed with pride to the fact that it had enough going on to stir up the smoke and dust, making the baths necessary.

But we did agree that we would ask the National Recreation Association that on our parks and recreation service we receive a rating of 5,000 points: 1,000 for land and water areas; 550 for community centers and other buildings; 1,200 for personnel; 850 for program; 400 for administration, and 1,000 for finance. It was also requested that a section on participation be added. It was moved we ask the sponsors of the Congress to assist the communities in finding out the measuring stick and to give us the results.

Use of Schools as Indoor Recreation Centers

By Clarence A. Perry,

Russell Sage Foundation, New York City

"THE use of schools as indoor recreation centers—is the use growing?" So far as the discussion went, it was quite evident that the growth is increasing. When the chairman asked if there was any representative of any city in the room where there was no use made of the schools for recreation work, there was not a hand raised. Toronto claims that more and more use is made of the schools for this purpose each year, and I believe that fact is borne out by the statistics published every year in the Year Book of the National Recreation Association.

Now, why should schools be used as recreation centers? All the reasons that apply to a recreation program anywhere support the idea of the recreational use of the schools. The increased leisure which is apparently going to come in this work-aday world is going to increase this demand for school buildings.

Mr. Fred Bartlett, of Toronto, spoke of the fact that with the large amount of tax money devoted to school buildings the citizens have a right to a marginal return on their investments.

Then the special adaptability of school facilities for practising hobbies and for group meeting places was discussed, emphasis being placed upon the importance of this wider use of the school plant. In the vocational schools in Toronto there are salesmen taking courses in engineering, clerks engaged in woodworking, and people from all walks of life practising some craft or skill which they have not been able to enjoy before in the course of their daily occupation.

Mr. J. J. Syme, Superintendent of the Hamilton, Ontario, Playgrounds Association, showed that through the use of the schools last winter for recreational purposes the Association was able on very short notice to produce a Maypole dance at a community event. Without the regular use of the schools where instruction in dancing is given such a contribution would have been impossible. Moreover, such a successful presentation as that of the beautiful folk dance demonstration given by children of Hamilton at the Congress is possible only through the use of the schools.

It was the consensus of opinion that school centers should be used by practically all races, creeds and colors, who should be permitted full use of these privileges.

Mr. Bartlett mentioned the non-athletic and those not skilled, those who do not play well and those who had no hobby, and said they should be given a chance to develop one.

The number of activities that are possible prohibited a complete discussion of program, but it was brought out the school centers are being used for every sort of activity for which their facilities were fitted. There is, of course, the efficient use of the gymnasiums for basketball and other forms of athletics, the pools for swimming and diving, and the auditoriums for plays and pageants, the manual training departments for woodworking, the kindergartens for club work, and naturally there was considerable use reported of school departments for music centers. A delegate from Newark reported that in one rather old center, an old school building in a part of town that had no advantages, a symphony orchestra of thirty-five pieces, two jazz orchestras, a harmonica band were organized and engaged in a contest. In the coming year a young men's glee club and a colored chorus specializing in spirituals are to be formed. Though many old school buildings are poorly adapted architecturally as community centers, surprisingly good programs are being carried on in them.

In cities where stages in school centers are available, there is a large use made of them for dramatics in the school buildings. In some cities they allow not only the high schools to be used, but also the elementary schools. Of course, one of the commonest uses of schools is for meeting purposes. A growing number of all kinds of societies and clubs find a meeting-place in the neighborhood schools, especially such organizations as the Boy and Girl Scouts, the Four-H Clubs, and similar juvenile organizations. There are many social clubs in certain cities, and in Newark these clubs issue a twelve-page monthly magazine devoted to the activities of the centers.

In New York, Mr. Eugene T. Gibney's list of activities is classified under eight heads, and underneath those eight heads are eighty-two kinds of activities, under which his people make reports.

Two forms of administration were mentioned. In Newark, where school centers are conducted under the leadership of the Board of Education, each center has a neighborhood council which is of great assistance in adapting the program to the needs of the community, in advising regarding policies, and in suggesting leaders. No activities are followed unless they are wanted by some particular group. The other form of administration suggested is a large central bureau with a large staff, such as that reported on by Mr. Gibney, governing the activities of the playgrounds during vacation as well as the program of the community center. In New York there are two classes of centers, one known as the official center conducted by a paid staff of the Board of Education; the second, the centers which are conducted by local associations.

Company Recreation For Employees

By Herbert O. Frind

Ontario Club, Toronto

LAST year a similar meeting on industrial recreation had an attendance of five. Today it was seventy, and delegates from Canadian industries of all kinds were there. One delegate at the meeting really represented an industrial membership of 250,000 members scattered all over the globe. A delegate from a railroad company represented possibly 80,000 people, and another perhaps 75,000 or 80,000 people. It was a far more representative group than we had expected to find, and discussion was fast and furious!

From it all we had an impression that a new era in organized industry has come; new life had been injected into its organization. There has come, too, we felt, a new orientation, and to one who has had a little opportunity to see the British movement in publishing service and in industrial welfare, that is a very significant contribution. We are just beginning to feel over here the results of your work in the United States, and there is now interest in the activity itself and not in a mere spectatorship among the 90 per cent instead of the 10 per cent where athletics, sport and recreation for all are concerned. Tastes differ and there must be variety in recreation. Practically every week, every month we see some new experiment, some new game or method of recreation which should be recorded for the benefit of all.

A significant thing brought out was that the depression is strangling commercialism by substituting something better for it.

Professionalism was one question discussed. There is no such thing, the group felt, as semi-professionalism; pure amateurism is just about good enough for industry! The section went on record very definitely in stating that professionalism has no place in the industrial program.

The discussion showed a clear cut desire for a cooperative study of all of industry's opportunity

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and responsibility in the recreation field. It was the opinion of the group that organized research is much overdue. In such research industry will cooperate, but a solution of the major part of the problems will be found to be a community problem as well as a national one. To promote progress national cooperation would seem necessary with the closest national liaison. It was felt there should be further discussion of industrial recreation at future Congresses.

As a direct outcome of the meeting, the Canadian representatives decided to organize a study and research group with a view to more permanent cooperative organization in the recreation field. The expression came from the Canadian representatives that steps should be taken to consider the question of a national organization in Canada for cooperation between industrial and other forms of recreation.

In conclusion, I should like to repeat what seems to me to be the confession of an industrial leader who is president of a large concern. He said: "I am convinced that recreation, especially outdoor recreation, promotes happiness and contentment among employees. I also believe that a proper amount of recreation makes for efficient workmen. I believe workmen produce more and better material when they have proper recreation."

Play in Institutions, Orphanages, Prisons, Homes for the Aged

By Leo J. Palmer, M.D.,

Superintendent, New York State Reformatory for Women

THE findings of our group were, briefly, as follows: Although many institutions of all varieties are still unaware of the many advantages certain to accrue from the successful utilization of a well organized recreation program, there is nevertheless an increasing trend towards the adoption of the modern recreation movement, and although the movement in this direction has been slow and is, as a matter of fact, rather recent, the results are both interesting and gratifying.

Where this adoption has occurred, the community has been carried, so to speak, into the institution, and the inmates have been given the benefit of more nearly social contacts, a matter of vital importance because of its consequent socializing influence. This is equally true, whether in a boys' or girls' correctional school, or a home for the infirm and indigent. Nor does the usefulness cease after it has been made to affect an

inmate group. Many institutions are not unlike cloisters wherein their inhabitants, purposely or otherwise, are cut off from all contacts with the outside world, and institutional groups, including employees, are apt to find themselves thinking and acting in terms of a peculiarly distinct community. Nothing tends to produce stagnation of thought and energy more rapidly, and it is for this reason that we frequently find the burden of interest in an institution directed towards the plant and physical utilities, and the pursuance of strict and unnatural disciplines.

It then follows that if the primary purpose of institutions of various kinds is to provide the resocializing and rehabilitating influences so necessary, they must remain an integral part of the communities. The consensus of the group was to the effect that recreation of a fitting kind tends to provide the necessary "carry-over" influence of the outer community into the more restricted environment, and not only influences an inmate group but produces within the employee group an awareness of the social service implications of their particular jobs. The result is a better piece of work from the employee and most certainly an inmate group far more acceptable, socially.

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Daga Loom No. 35 (14 inches in width) $3.25 with shuttle and instruction sheet
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Other types and sizes will be offered later

EMILE BERNAT & SONS CO. - - - - JAMAICA PLAIN, MASS.

THE MEANING OF FREEDOM

This much-discussed topic in education will be fully treated in the **December, 1931, issue** of

PROGRESSIVE EDUCATION

Among the contributors are, William Heard Kilpatrick, Teachers College; Joshua Lieberman, editor of "Pioneer Youth"; Hughes Mearns, New York University; Laura Zirbes, Ohio State University; S. A. Courtis, University of Michigan; Mrs. Josephine Duveneck, Peninsula School of Creative Education, San Francisco; Mrs. Gudrun Thorne-Thomsen, Ojai Valley School, California; Elsa Ueland, Carson College, Pennsylvania.

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recreation in institutions and the fact that all argument is in favor of it as a necessity rather than a luxury, the question arises as to its practicability.

The average institutional community, even though of special type, after all varies but little in its interests from the average community. There is consequently no place for the thought that the principles of recreation must differ in their application to institutional programs except, perhaps, in adaptation to the particular problem approached.

There is no institution too large or too small wherein it is not possible to provide some degree of recreation. Recreation, however, in the specialized institutional environment, must be as properly directed as that in the outside community. It would be far better to provide no program than to furnish a program improperly handled or managed, and experience has shown that the latter expedient has too often defeated its own ends. Too much emphasis, then, cannot be placed on the value of directing one of the most important institutional functions through a person thoroughly familiar with its principles and manipulations if the results are to be constructive.

The problem of securing trained service is an important one. Some communities furnish recreational facilities to the institutions within their confines, notably Albany, New York, and Reading, Pennsylvania. Louisville, Kentucky, provides a traveling instructor whose duty it is to furnish recreation activities to the institutional protégés and instruction to the institutional leaders. The question of how far a community playground or recreation system should go in providing this service is not one primarily of willingness or effectiveness, but rather one of ability, depending upon its financial and personnel limitations.

Where the institution is entirely dependent upon its own resources and cannot afford a so-called full-time department, it would do well to limit the scope of its activities and provide quality rather than quantity. It is better, in other words, to employ a well trained and competent worker on a part-time basis, or use his spare time for other activities, than to employ a person trained in one of the other professions and permit or expect that person to handle a recreation program in his spare time.

As to the matter of results being obtained, a wealth of material can be called into evidence. Because of the necessary nature of this report, it

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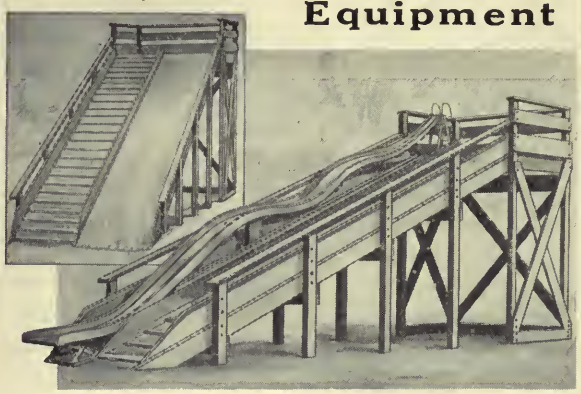
is not possible to allude to specific illustrations of the effectiveness of institutional recreation. In substance, however, it is important to note that the emotional outlet provided has in each instance been most healthy in that it has tended to bring about a better balance between work and spare time. It has unquestionably been productive of a better moral tone or atmosphere, has promoted group consciousness and spirit and has been the means in unlimited instances of correcting personality deviations and conduct disorders.

May we then say, in conclusion, that recreation in the several types of institutions is not only practical, but highly desirable; that the principles of recreation differ in no way from their intra-institutional application from the extra-institutional; that because of the many difficulties that beset the best and most well meaning efforts of a layman in any specialized field, it is desirable, if not actually necessary, to have any recreational project planned and at least indirectly supervised by a specialist in the field, and, finally, that properly planned and supervised recreation is a most useful and valuable therapeutic agent for the treatment, en masse and individually, of a socialized group.

for Winter, too—

"CHICAGO" Playground Equipment



CHICAGO Toboggan No. 300, pictured above, designed primarily for bob sleds and winter use, has a detachable 30-foot wave slide for spring, summer and fall. Like other "Chicago" equipment, it is carefully designed and strongly built. It has large capacity and will keep a crowd of children healthfully and happily busy with safety.

In preparing for winter sports, you will need a "CHICAGO" Playground Snow Plow, a one-man plow of large capacity, especially designed for scraping flooded skating ponds and removing snow from grounds and walks.

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World at Play

Courtesy Minneapolis Board of Park Commissioners

Safety Activities in Saginaw

The police department at Saginaw, Michigan, has a sergeant assigned to the schools during the school term for instruction and supervision in safety. During the summer he is assigned to the City Recreation Department. The sergeant is much interested in children, knows a number of games and playground activities, and in addition to talks to groups regarding safety in traffic and on the playground, he conducts activities on streets temporarily closed to traffic for volley ball, races, and games of low organization. During the morning he visits the playgrounds, organizing safety patrols for the boys and safety clubs for the girls, planning their program and giving them rules and practical lessons. In the afternoon he takes responsibility for a street shower which he operates on a fixed schedule, making weekly visits to fifteen locations in parts of the city at some distance from a playground.

Winter Sports in Dearborn

Last winter Dearborn, Michigan, enjoyed its first winter sports program under the auspices of the City Recreation Department, of which H. D. Schubert is superintendent. Ten skating rinks have been kept in condition and two toboggans, a ski jump and a hockey pen have been built. One of the toboggans has a chute of 90 feet, the other 70 feet, and they are built on a natural hillside making a long slide possible at the bottom. The hockey pen has a braced wooden arena with forty flood lights for night play. A six team local hockey league has been organized and a Southern Michigan Hockey League with six teams from cities in the vicinity play most of their games here. A skating carnival has been held with a large number of participants in the races and with a game of broom hockey in which a team of women defeated a team composed of the Mayor and other city officials.

Winter Camping in Michigan

Michigan is prepared to provide facilities for those who enjoy winter camping. Caretakers will remain at thirteen state parks during the winter season and all camping facilities will be available. There will be no restrictions requiring the campers to move in two weeks.

Recreation and State Planning

At the Ohio State Planning Conference, held at Columbus, Ohio, October 29th to 30th, an entire afternoon was devoted to a discussion of the various types of recreation as they affect parks of different types. Among the speakers on the program were John H. Gourley, Commissioner of Recreation, Cleveland, Ohio, who talked on City Playgrounds, and Miss Mabel Madden of the Public Recreation Commission of Cincinnati, Ohio, who spoke on Recreation as a Social Force. It was the first time, Mr. W. A. Stinchcomb, Director-Secretary of the Cleveland Metropolitan Park Board, stated, that recreation had had a place on the program of the conference. There was much interest in the discussion.

New Books on Recreation

Ye Christmas Piano Book

By Mary Bacon Mason, Oliver Ditson Company, Inc., price 75c.

ELSEWHERE in this issue there is mention of collections of Christmas carols. We are glad to announce the publication of a book of accompaniments for all of the carols there mentioned, which have been made especially easy to play so that no recreation center or home need be without an accompanist for carol singing, where there is anyone who has had any lessons at all in playing. Despite their simplicity the accompaniments sound entirely adequate.

Emotion

By George W. Gerwig. School Betterment Studies. Henry C. Frick Educational Commission. Union Trust Building, Pittsburgh. Free.

THIS volume of School Betterment Studies, having to do with character training, deals with the emotions. "When these three, feeling first, thought second and these two blended into right action, are combined, the triple product is character." Two chapters in particular will be of interest to recreation workers—*Emotion and Art* and *Emotion and Sport*. In the latter chapter the author states that the sports are the easiest, most direct and most effective approach to the emotions of children of all ages. "The quest for adequate emotional expression and freedom through helpful action nowhere finds better channels than through the field of sports."

The Museum Comes to Life

By Maribelle Cormack and William P. Alexander. American Book Company, New York. $.57.

"WHAT could be more diverting and edifying," says Anna Botsford Comstock in her introduction, "than the idea of a little short-tailed wanderer mousing around the museum, holding intimate converse with the animals and birds and listening to their thrilling life stories!" And this is the delightful plan followed in this volume with innumerable illustrations which should make it irresistible to children, giving them at the same time a vision of the experiences of animals in finding food and mates and in overcoming or escaping their enemies.

Courtesy Minneapolis Board of Park Commissioners

You Can Make It for Profit

By H. Conrad Hoover. Government Printing Office, Washington, D. C. $.10 per copy; $4.00 per 100.

THE National Committee on Wood Utilization of the Department of Commerce has issued the third of its series of "You Can Make It" bulletins. This particular booklet is designed to be of help to those temporarily unemployed and most of the articles suggested, the Committee states, will find a ready market because they cater to the needs of individual homes and do not compete with commodities produced on a mass production scale. Furthermore, inexpensive tools and elaborate machinery are not required to make the objects described in the manual; a few simple tools found in almost any home will be sufficient to construct the articles. More than a hundred useful home and other articles are described and illustrated in the booklet. One of them, known as "The Scandinavian Spark," will be of special interest at just this time when talk of winter sports is in the air. It consists of a chair mounted on long steel runners and propelled by the driver standing on one runner and pushing with the other foot.

The manual contains in addition to plans, lists of materials and instructions, suggestions for marketing the articles made for profit.

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THE PLAY PARTY IN INDIANA. Compiled by Leah Jackson Wolford, M.A. Indiana Historical Commission, Indianapolis.

By the act of the Indiana General Assembly signed by the Governor in 1915, the Indiana Historical Commission was created to collect and publish documentary and other materials on the history of Indiana. *The Play Party in Indiana* represents a delightful collection of about sixty folk songs and games gathered from Ripley County. Careful directions and music are given for each game. The games have been classified on the basis of age of players, of dramatic features, of dance formation and of geographical location. Mr. Lynn Rohrbough, Social Recreation Union, Delaware, Ohio, has been able to assemble a few copies of this book which he will be glad to supply to recreation workers at 80 cents a copy.

Our Joyful'st Feast

(*Continued from page* 473)

O Little Town of Bethlehem
O Sanctissima
Silent Night
We Three Kings of Orient Are
While Shepherds Watched Their Flocks by Night

We recommend also "The Christmas Book," published by this Association at 35 cents a copy. Its table of contents is as follows:

A Devonshire Christmas
A Christmas Frolic
The St. George Play
The Perfect Gift
A Christmas Carnival in Carols and Pantomimes
Stories of the Christmas Carols
The Community Christmas Celebration
Christmas Plays and Pageants
List of Christmas Music

May this Christmas, despite the depression, have its beneficent way with more people than ever, even among those who need it this year more than they have ever needed it before!

The Congress and Unemployment

(*Continued from page* 477)

recreation purposes. Where this is done a community recreation organization can help effectively in planning programs, selecting game equipment and training the volunteer and paid workers of these agencies in appropriate recreation activities.

TENNIS NETS

– also –

Backstop Nets
Soccer Nets
Golf Practice Nets

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All Sport Nets

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for all the above.

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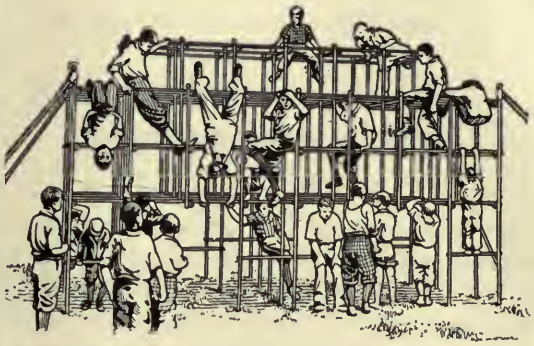
35 Fulton Street New York

The following chart summarizes the suggestions in this bulletin for ready reference:

I. *The Use of Unemployed "Labor"*
- (a) The improvement of old areas
- (b) The improvement of new areas secured by
  1. bond issues
  2. tax appropriations
  3. donations
  4. "setting aside" in subdivisions
  5. lease
  6. loan
- (c) Construction of new facilities (bridle paths, tennis courts, golf courses, etc.)

II. *The Use of "White Collar" Unemployed*
- (a) As foremen, time-keepers, etc., in improvement work
- (b) Assistants on playgrounds, play fields, in indoor community centers.
- (c) Activities specialists
- (d) Directors (and assistants) of special unemployment recreation centers
- (e) Special intensive training and adequate supervision to be provided

III. *Recreation Service to Unemployed*
- (a) In existing indoor and outdoor centers
- (b) In new indoor and outdoor centers made possible by use of "white collar" workers



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A Permanent Playground

With the Junglegym No. 2 as part of your playground equipment you may be sure that it will be a popular spot with the children. This is not a seasonable piece of apparatus—it can be used as effectively in winter as in summer. It requires no supervision and is capable of handling 75 children.

Keep the children out-of-doors and let them benefit by the safe and healthful exercise provided by the Junglegym.

A. G. Spalding & Bros.

Playground Department
Chicopee, Mass.

(c) In special recreation centers for unemployed only

(d) Cooperation with other local agencies

Today's Unemployment

(*Continued from page* 482

cover a new world. We are pioneers, and the pioneering spirit which led our ancestors into the wildernesses all over the world is leading us today, leading us, I think, to the discovery of a vast continent of human values hitherto unsuspected, richer treasures, richer in real values than all the geographical continents of the world put together.

Of course, we may come to grief. Nobody should ever embark upon a great adventure without facing the possibility that he may come to grief, but that risk may well be faced. It is not a hard condition for those who believe as I do that life consists in the facing of risks and is never so precious, never so well worth living, as when we face the risks courageously.

Let us, then, be bold enough to face the risks in the great work that lies before us!

What We Have Learned

(*Continued from page* 499)

tiful art of "let alone." Little children don't want much teaching. Just give them the things they need. The main thing, although you have to do the teaching, of course, is to have a place to play. The child must learn to play for it is a long, long time before he finds his own soul and can listen to what you have to say.

Mention was made of winter sports. That is a hobby of mine so I must say something about it. The low per capita tax on winter sports is very true. People will skate on any level space large enough without your giving any attention to them. All you have to do is to provide the ice. Near to the piazza back of my house I had a coaster built up to one of the windows. We put snow at one end and the children would coast there interminably. The cost was practically nothing.

In training the child for adult play we have the dilemma of choosing how far he should be trained for the future and how far he should be allowed to live now. It is a great problem. How great was shown by Dr. McCurdy, who spoke of the very short time a human being has to learn the skills, to learn to play the piano or to catch a ball. He has to learn it in ten or twelve years but he must live meanwhile.

We have had the joy of finding that recreation is useful; that it helps us in war and helps us in peace; that it helps our morale and helps our minds. It is universal. It makes the whole world kin. It is the same with all races and all peoples are nearly enough alike to sing the same songs.

It is not for its uses that play exists. These uses help, but mental and physical powers exist that there may be recreation—that men may express themselves in the fullest and best way and that they may express themselves more freely.

As a result of it all, let us not much longer postpone life itself for the sake of acquiring the means of living.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912 of RECREATION, published monthly at New York, N. Y., for October 1, 1931.

State of New York }
County of New York } ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the Editor of RECREATION, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

Managing Editor: Abbie Condit, 315 Fourth Avenue, New York, N. Y.

Business Manager: Arthur Williams, 315 Fourth Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Mrs. Edward W. Biddle, Carlisle, Pa.; William Butterworth, Moline, Ill.; Clarence M. Clark, Philadelphia, Pa.; Henry L. Corbett, Portland, Ore.; Mrs. Arthur G. Cummer, Jacksonville, Fla.; F. Trubee Davison, Locust Valley, L. I., N. Y.; Mrs. Thomas A. Edison, West Orange, N. J.; John H. Finley, New York, N. Y.; Hugh Frayne, New York, N. Y.; Robert Garrett, Baltimore, Md.; Austin E. Griffiths, Seattle, Wash.; William Hale Harkness, New York, N. Y.; Charles Hayden, New York, N. Y.; Mrs. Charles V. Hickox, Michigan City, Ind.; Mrs. Francis deLacy Hyde, Plainfield, N. J.; Gustavus T. Kirby, New York, N. Y.; H. McK. Landon, Indianapolis, Ind.; Mrs. Charles D. Lanier, Greenwich, Conn.; Robert Lassiter, Charlotte, N. C.; Joseph Lee, Boston, Mass.; Edward E. Loomis, New York, N. Y.; J. H. McCurdy, Springfield, Mass.; Otto T. Mallery, Philadelphia, Pa.; Walter A. May, Pittsburgh, Pa.; Carl E. Milliken, Augusta, Me.; Miss Ellen Scripps, LaJolla, Calif.; Frederick S. Titsworth, New York, N. Y.; Mrs. James W. Wadsworth, Jr., Washington, D. C.; J. C. Walsh, New York, N. Y.; John G. Winant, Concord, N. H.; Mrs. William H. Woodin, Jr., Plainfield, N. J.; Frederic M. Warburg, New York, N. Y.; C. S. Weston, Scranton, Pa.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is (This information is required from daily publications only.)

NATIONAL RECREATION ASSOCIATION INCORPORATED
H. S. BRAUCHER, Secretary.

Sworn to and subscribed before me this 14th day of October, 1931.
[Seal] CLARENCE B. WILSON.

Queens County Clerk's No. 1943. Certificate filed in New York County Clerk's No. 502.

(My commission expires March 30, 1932.)

THRIFT

WHY should a recreation movement be interested in Thrift Week? What has thrift—saving—to do with recreation—living?

Thrift relates to time as well as to money. Thrift is for the purpose of ultimate spending rather than merely saving. The goal is a satisfactory and happy life, continuing growth, fulfillment of all one's obligations as a man.

We save time because time is about the most valuable possession we have and there are so many worth while things to be done. Growth is so largely dependent upon thrift, not frittering away time. In a rich world full of adventure and color and beauty and sport, it is of the greatest importance that time and all that represents time be not carelessly thrown away.

Recreation leaders dealing with children and young people in their happy hours of freedom are vitally concerned in developing such an attitude of mind that time, with money which represents time, is not thrown away, but is saved for more glorious living.

Rightly, therefore, we cooperate with other groups in the community in calling attention to thrift in order that those whom we represent may later throw themselves with freedom and abandon into such spending—such living—as will be permanently satisfying.

HOWARD BRAUCHER

January 17-23, 1932, is to be observed as Thrift Week. Many recreation workers will share in the observance of this week during which addresses, radio talks, wide distribution of literature and newspaper publicity will bring to the attention of the public the vast importance of well directed thrift practices.

The Joy of Making Things

Photo H. Armstrong Roberts

"Many boys and girls in our modern cities have practically their only opportunity for using tools and making things with their own hands on the playgrounds and in the recreation centers. In modern apartment houses it is practically impossible to have work benches and tool chests, and there is little space for all the litter that goes with carpenter work. There is a real loss when children are not given the opportunity of making things and forming habits of work—particularly habits of working on things they really like to do."

Education and Leisure

Education for the wise use of leisure—the task of the school, the home, the church and all other community agencies.

By Joy Elmer Morgan
Washington, D. C.

AS a citizen of the United States I cannot speak in this place without being conscious of those cordial and fruitful relations which exist between the Dominion of Canada and my country. We must all rejoice in our common background of culture and aspiration, in the ideals which we share, and in the fact that our 3,000 miles of common boundary require no fortification. Such a fact is prophetic of the future when good faith and good will between nations will have become a stronger fortress than all the cement and big guns that were ever made.

Through the medium of "The Journal of the National Education Association" of which he is editor, Mr. Morgan is stressing the great task of the school to train for the right use of leisure.

Nor can I speak before this Recreation Congress without being aware that this year marks the twenty-fifth anniversary of this great movement. These twenty-five years represent an achievement of most far-reaching significance. They mark the beginnings of a new phase in human life, far richer than anything the world has yet seen. Leisure is upon us, and wise use of it can do as much to lift the level of civilization during the next century as the development of the common school has done during the past century. The National Recreation Association and the movement for which it stands are certain to grow because they represent an increasing need of large central significance.

Increasing Leisure an Assured Fact

Barring the disaster of another great war or some similar calamity, increasing leisure is as certain as tomorrow's sun. The civilized countries of the world today face the choice between chronic unemployment for millions of people or increasing leisure for all people. This is just another way of saying that the world's work can be done in less time by fewer people than ever before. This improvement in our working power has been going on rather strikingly for nearly a century but the great gains have been within recent decades with even greater gains probable in the years immediately ahead. These gains are the result of trained intelligence. Fundamentally they are the product of the common school and the scientific movement which has grown out of the universities. By means of large scale organization we have reduced overhead, lessened wasteful competition, and have created excellent products at amazing prices. I need only remind you that today it is possible to buy for $800 a better auto-

mobile than could have been bought five years ago for $2,000. This is merely an illustration of the gain that has been made in many other fields of production. Much of this gain is due to the replacement of men by machines that can do the work faster and even better than men. Much of it is the result of better planning.

The effects of more careful planning and integration of industry may be expected to be even greater in the future than in the past. During the war with twenty percent of our man power withdrawn into the army we produced twenty percent more commodities as the result of larger planning. If this can be done during war with its waste and confusion, more striking results are possible in times of peace. No one can estimate the still further gains which may be made when men come to measure their success in industry and business not by the size of fortunes accumulated but by the quality of service performed.

The five-day week and the six-hour day should have been adopted in the United States in 1920. This would have saved much of our present misery. Today these shorter working periods are imperative measures of relief and reconstruction. To fail to learn that lesson is merely to make sure that within a few short years we shall again repeat this bitter period of chaos and depression. Industry faces a choice between a shorter week and chronic unemployment and confusion with a possibility of revolution as the ultimate way out.

In spite of vast and needless expenditures for armies and navies, chronic unemployment has been steadily growing worse in all civilized countries except Russia, which is trying to make up in a few years the economic retardation of centuries. Unemployment would have been more conspicuous and more serious still had it not been for the development of the common school which has been rapidly absorbing potential labor that otherwise would have been on the employment market. The increased enrollment in the common school in itself represents the greatest expansion of leisure, in the sense of freedom from wage-earning, that the world has ever seen. Those of us who have enjoyed the fruits of this great advance are hardly aware of its magnitude or its significance. Joseph McCabe in his book *A Century of Stupendous Progress* described conditions in England and Wales as he found them in the year 1825:

"From the age of seven onward at least three-fourths of the children of Britain worked twelve hours a day. In those days about one child in ten was illegitimate, and these unwanted youngsters very largely fell to the care of the 'parish.' The parish got rid of them as soon as possible, commonly at the age of five or six, by presenting them to the large mill-owners; and from that day neither parent nor State took the slightest interest in their fate. But we have seen the conditions of work, and we can understand how they dropped out of the race, by tens of thousands, until only a minority of them survived their teens. A writer of the time tells us that few men could continue in the factory system beyond the age of forty. After that, crippled or enfeebled, they "went on the parish," or earned a modicum of bread by light or casual work. The blight on childhood was revolting. There was no recreation or even leisure for the great majority of the children of Britain except on one day each week—Sunday—and two day-holidays in the year."

Conditions are far better in England today in spite of the disaster of war and its aftermath.

A Broader Concept of Education and Leisure

Within less than a century the United States has passed from a stage where the common school was a pauper affair to a development wherein the elementary school is universal and the secondary school is enrolling a larger and larger share of the people of secondary school age, with a corresponding gain in enrolment in the colleges and professional schools. The high-school enrolment in the United States by 1880 had reached 100,000. Every decade since then it has doubled or more than doubled so that the approximate figures read 200,000 for 1890, half a million for 1900, a million for 1910, two million for 1920, and by 1930 five million young people receiving the finest education ever given the masses. It must be plain to anyone that had this vast army of young people who have been drawn into the upper elementary and high schools, remained on the labor market, our problem of unemployment would have been much more serious than now.

This increase in school enrolment may continue for a time but the saturation point is not far away. There are already communities where it is the accepted practice of every normal young man or woman of high-school age to finish high school as a matter of course and it is quite possible that within another 25 years or sooner all young people of this age will be in high schools or in special schools suited to their needs.

One is reminded of that great essay by John Fiske in which he points out *The Meaning of*

Infancy, calling attention to the striking biological fact that there is a close relation between the length of infancy and the heights to which life is able to rise. Biological organisms which are simple and have little to learn in order to maintain themselves upon the earth are able to reach maturity in a short time. Biological organisms which have much to learn require a longer period of immaturity. They are much more dependent upon their parents and even upon the group as a whole for their preliminary training and preparation. We may therefore look upon this lengthened period of social care for our youth as an opportunity to lift ourselves to yet higher planes in the scale of life. The degree to which we are able to do this will depend upon the intelligence with which we manage our educational processes. Necessarily they must be much broader, much freer, much more dynamic and adaptive in the future than they have been in the past.

It is a fortunate title that links together in a single phrase "Education" and "Leisure." They have always been closely associated. It was not until man had risen above the period of slavery and drudgery that education for the masses became possible. And it is only through still larger leisure that education can be freed from the narrow limits that were placed upon it in an earlier day. Even so recently as my own childhood play was looked upon as an occupation for children and even then an occupation to be indulged only when the heavy chores of the farm had been done. It is a far cry from that day to this, which looks upon play as an inalienable right of childhood and a necessary factor in normal development. We are coming to see now that play is not only necessary for children but that it is necessary for grownups and that the very word *play* requires a broader and richer interpretation.

These broader conceptions are an important part of the advance of civilization. They represent an increase in common wealth greater than our material accumulations. Buildings can be rebuilt in a few weeks, even whole cities may be made over in a few years, but it requires a generation of persistent and difficult labor to establish one of these enlarged habits of thought. When the school forces of the United States were first organized they called themselves the National *Teachers* Association. Gradually as the concept broadened a new notion came into the minds of the profession and the name was changed to the broader ideal of the National *Education* Association. When the play movement was first organized there was large emphasis upon the idea of playgrounds—a sort of water-tight compartment of life associated with a specialized area. It was a wholesome change made by the Playground and Recreation Association of America in adopting the name National Recreation Association, which means that the movement has reached a fuller realization that an adequate program of recreation must be as broad as life.

Perhaps there is no better way to illustrate this broader aspect of recreation and leisure than to refer to some of the problems of today's life. We may take the seven great areas of activity that are associated with the seven cardinal objectives of education.

"All over the world we are asking the school to bear a burden that does not belong to it and that it cannot carry. We are seeking to excuse the family from its fundamental responsibility. We are overlooking the responsibility of society itself and are losing sight of the particular part of this responsibility that the churches ought to bear. All these agencies must do their share if the plastic infant is to have a chance to come into his full inheritance. . . . The school has a part to play in education of course, a large part, but it is only one highly organized instrumentality. Many of those deficiencies that we criticize in the schools of this land and in other lands are due in no small part to the fact that we are asking the school to take over and perform in five hours a day, five days a week, and less than forty weeks a year, the entire task of adapting the plastic infant to his environment and of helping him to find a useful place in that environment.

"Just as soon as we begin to think of education in a larger sense, as involving much more than instruction and as covering much more than a period of infancy, so soon, I think, do we come to a point of view where adult education begins to fall into its proper place and to take on that large and important meaning that certainly attaches to it." — From "Freedom, Responsibility and Intelligence" by Nicholas Murray Butler—"Journal of Adult Education," October, 1931.

The Seven Cardinal Objectives of Education

The problem of health is much on our minds these days. We have in the United States the White House Conference on Child Health and Protection. We have the President's Committee on the Costs of Medical Care. We have growing programs of health service in the schools. Research in the field of medicine is generously financed by vast foundations. But the great problem is not the problem of surgery or sanitation or the prevention of contagious diseases, great as all these are.

Our biggest problem in health is to maintain the vigor and vitality of our race in an age that has robbed most of our people of that daily contact with sun and air and soil and struggle on which our vitality has been based.

In spite of medical science and sanitation, civilized men and women face today a loss of vitality and vigor which may easily wipe out in the death-rate during their middle years all the gains that have been made in the prevention of death among infants. The growth of densely populated cities always has been, and inescapably is, a morbid and decadent phase of social change in which people lose both mental and physical freedom. It requires greater intelligence and larger leisure to maintain individual and racial vigor under the new conditions than under the old.

Or take the problem of family life. The home is the richest soil that was ever given for the development of the human race. In all civilizations which have gone the farthest the home has been highly esteemed. Appreciation of home is embodied in our laws. It is deeply embedded in our customs. It is the center of the most abiding satisfactions. And yet in our greedy pursuit of large profits, in the development of our cities we have forgotten to keep the home first. We have crowded millions upon millions of people into living situations that utterly crush and destroy family life. With all of our teaching of homemaking, with all our efforts to improve schools, we cannot find the solution to the problem of family life until we are willing and able to surround the homes of the people with beauty, fresh air, sun, and quiet. This means almost a total replanning of our cities and states and a new vision of continental conservation as the foundation of a rich and worthy home life. Already such a movement is under way and its relation to education and to recreation must be intimate and constant. With our homes crowded into the most sordid surroundings it is little wonder that people leave the domain of home life. It is little wonder that neighborhood life and community feeling as the foundation of civic, educational, and social achievement have been slow to develop.

The third of the seven objectives is learning. One of the central problems in connection with learning is to free it from the strait-jacket of formalism and deadly school routine. The school should be the happiest place on earth and, at its best, the most creative and most fruitful. The best schools are just this. But below the level of the best schools are institutions so rigid in their formal organization as practically to defeat the ends of learning for which they exist. The school can be made a place where learning is an unhappy business and where petty accuracies are held so much in the foreground that the deeper aspirations of the learned life are unable to take root.

Such a situation is not entirely the fault of the teacher. It is also the fault of the system,

Carrying on the educational process in the "larger classroom of the fields, the forest and the skies."

Courtesy U. S. Forest Service

and beyond the system of the community in which the teacher works. We all recognize the importance of sun and fresh air and nature in the development of the child mind and yet how many communities are there where a teacher could without criticism take his class of children on a bright September afternoon from the formal exercises of the schoolroom out into the larger classroom of the fields, the forest, and the skies? Not until parents have been taught to appreciate the meaning of freedom and self-discipline in the learning process can leisure in the school be the force which in the nature of things it should be. The library, the laboratory, the shop, the garden and the playfield will be major factors in the school of tomorrow, and there will be enough freedom and leisure in this school so that children of different types will establish lifelong habits of using their leisure happily, wisely. In the life of tomorrow intelligence must not be a sideline. Our schools must develop men and women who can learn and go on learning; who can think and who can be trusted to go on thinking; who can grow and go on growing.

Or again let us look at one of the problems of education for citizenship. It takes a greater intelligence and a greater skill to be a faithful citizen today than it has ever required before. There are even those who believe that the problems of citizenship have become so intricate that democracy itself has broken down. I do not share that view. I believe that the minds and hearts of the common people are still, and will continue to be the safest foundation upon which to erect a stable and useful government. But if democratic governments are to remain stable and useful there must be increasing watchfulness on the part of the citizen. The specialist in government like the specialist in any other phase of life needs the corrective influence of men and women of wide experience and common sense who see life in its broader aspects.

It is one of our greatest problems in government, therefore, to overcome the sheeplike tendencies in our people, to teach them to be independent, to be critical, to be intelligent, to weigh facts, and to form judgments in the light of those facts as the basis for civic action. We have heard much during recent months of racketeering and of collusion between the police forces and the criminal world. These conditions could not and would not develop if the ordinary citizen were alert and watchful and fully conscious of his responsibility for a wholesome and vigorous public sentiment in behalf of order and justice.

Crime is merely bad adjustment to one's surroundings. It simply means that what we have been putting into the human mind through war and moving pictures and yellow journalism is coming out in action. We can restrain crime a little through police courts and jails but that is a costly process and is no solution of the problem. The real solution lies on the constructive side. We shall clear up the evils of our life by substituting for them things that are true and good and beautiful. We shall begin with the home and the planning of the community and the city and the state which furnish the setting of the home. We shall so manage these matters that there will be privacy and quiet, sun and air and gardens for the children and for those older children who need these forces quite as much as the little ones. We shall enrich the school bringing into it more of life, of responsibility, of action, of the cooperative spirit which must underlie the civilization of tomorrow.

Let us turn for a moment to one of the main problems of vocational life. Here our need is the development of individual skill and social adaptability. One phase of unemployment today is the number of unemployed not sufficiently skillful to meet the higher standards which have

HOW SCHOOLS CAN ENRICH LEISURE

By introducing young people to a wide range of life interests.

By teaching the use of books and libraries and developing wholesome reading appetites closely related to each of the great objectives of education and life.

By developing appreciation of fine music and skill in singing, playing, and dancing.

By having children participate in games and sports which may be easily continued in after years.

By providing experience in pleasant social life through school activities and clubs.

By cultivating in children a love of the out-of-doors — appreciation of flowers, animals, landscape, sky, and stars.

By giving children an opportunity to develop hobbies in various creative fields—gardening, mechanics, applied arts, fine arts, architecture, city planning.

By making the school and its playfields the center and servant of a wholesome and satisfying neighborhood life.

By calling attention to various recreational agencies and the values which they serve—theaters, concerts, libraries, radio, periodicals and newspapers, museums, parks, playgrounds, travel.—From "The Journal of the National Education Association."

grown up, or who lack that social adaptability which would enable them to move from one occupation to another. There is a very close connection between this need for skill in labor and leisure, as Joseph Lee, the philosopher of the recreation movement, has so aptly pointed out. We shall find our vocational life enriched by the increase of skill developed in our recreational life. In his valuable book on *Constructive Citizenship,* L. P. Jacks has suggested that the creative impulses, the skills, and the development of artistic tastes which go along with leisure will flow back into the fields of productive industry as a never-ending source of enrichment. It is one of the unfortunate facts of machine industry that it tends to rob the individual of the satisfactions of creative production. He becomes so small a cog in so great a wheel that it is hard for him to feel in the finished product that sense of individual and personal satisfaction which was the joy and pride of the old master craftsman. Perhaps in the gardens and the shops and the laboratories of our homes and schools we shall create again for the individual this sense of originality and distinctive achievement.

"The really challenging task for education is the enrichment of leisure. The modern high school will offer units in athletics, in producing plays, making mechanical models, reading literature, playing music, dancing, telling stories, creating with rhythm, color, and form in every sort of medium. Travel and, for a few, foreign languages and mathematics, may enrich leisure. Special encouragement will be given to recreational athletics which can continue throughout life, to golf, tennis, swimming and hiking, rather than basketball."—Goodwin Watson.

The sixth objective is leisure. I have already indicated what leisure should mean for the school. There are some pressing problems in the field of leisure outside the school. One of these problems is associated with the commercialization of leisure—the efforts of selfish and greedy men to use the appetites and spare time of the people as a means of making money. The gravest moral problems of all history have been associated with this exploitation which seizes upon the lower impulses because those impulses are the most universal. A commercialized leisure always has and always will pull down rather than up. We had a striking example of that in connection with the old saloon and other forms of vice which were associated with the saloon. We have another example of it in the field of commercial gambling which is again rearing its ugly head under various guises of respectability and legal authority. We have still another example of it in the more sordid aspects of the motion picture business and the radio.

This danger of commercialization can be met in some measure through regulation and prohibition. We have pure food laws to protect men's stomachs from poisons that would destroy their bodies; we shall likewise find ways to protect men's minds and emotions from the poisons spread by those human vultures who are always ready to destroy life if money can be made thereby. But the only sure solution must lie in the field of education. A generation ago we began the movement for vocational education. That was a most important advance which has not yet reached its full development. We have now come to a time when education for avocation is no less important than education for vocation.

The seventh objective is character. Fine character is the supreme achievement. It is closely associated with every other phase of life. It is not easy to select the greatest problem in connection with character. There is one phase which needs especial emphasis during this period of standardization and that is the development of personality. There are so many forces at work which tend to destroy personality, to reduce people to a dead level of monotonous sameness. Every normal individual needs to be conscious of himself as an individual. He needs to have a sense of personal significance, of individual purpose, and of distinctive achievement without which life tends to lose its meaning. In his essay *What Makes a Life Significant,* William James pointed out the value of this feeling of individual responsibility. More important to individual happiness than all the benefits of a machine age are those elements of personality and individuality which have so much to do with the excellence and charm of life. It was G. K. Chesterton who said, "The size of every man depends upon the height of his ideals, the depth of his convictions, and the breadth of his sympathies and interests."

In this discussion of the Seven Objectives we have been talking about problems and even this casual description must suggest that there is enough to keep us all busy, that there need be no unemployment in the field of education or recreation. However, we can solve all these problems; we can take measures to protect and further develop our physical vigor, we can create for the home a setting in full keeping with the natural needs of man, we can remake our schools, we can

eliminate graft from our government, we can develop increasing skill in our vocations, we can free our leisure from the grosser forms of commercial exploitation, we may even secure a fair development of personality without reaching those higher planes of life which should be the logical outgrowth of our rich and abundant heritage. Our aspiration should be the development of a civilization worthy of the accumulated efforts of all the centuries.

Leadership and New Values

It is not necessary to tell you who have been the pioneers in the field of recreation that these ambitions and aspirations require for their realization men and women to do the work. During the years ahead there must be recruited into the recreation forces of the country a greatly increased personnel trained for the task. Perhaps we can get some idea of this problem of building up a publicly supported personnel for the guidance of leisure by making a comparison with the teaching staff of the common school. If you will picture to yourself the common school in any small community and analyze the services of education and recreation which need to be performed for that community you will realize that there should be dedicated to recreation leadership at least one person for every ten who are on the general teaching staff. This means that for the United States as a whole there should be something like 100,000 trained recreation leaders whose primary business would be the improvement of our leisure time. You can calculate the figures for your own state or your own city by simply taking the number of teachers and dividing by ten. This means that a city of a million population which has approximately 8,800 teachers should have 880 recreation leaders; that a great state like Pennsylvania which has approximately 60,000 teachers should have at least 6,000 men and women working under public auspices to provide an enriched leisure for the people. If such a program sounds ambitious and costly I need only remind you that it is much less costly than crime, ill health, gambling, and dissipation. It is one of the most economic measures that could possibly be inaugurated by a great people.

We are at the very dawn of a new history. Man is only beginning to be man. Until our day comparatively few have had an opportunity for education or for the thought-life. As this opportunity is extended it will bring out new qualities in human nature. The leavening influence of larger learning, of wider fellowship and nobler companionship must inevitably make itself felt in the evolution of human life. The elimination of waste, the substitution of cooperation for competition, the prevention of disease and war, the increase of efficiency in thinking and doing which is being developed in the schools—these are forces whose influence is only beginning to be felt.

For the first time in human history the race has reached a point in its growth where the masses may enjoy the fruits of leisure without enslaving other men. This is another way of saying that the fundamental need for greed has been removed even though greed lives on. Assuming that we use the tools which are now available it is possible to provide for the entire population all the food, clothing, shelter, education and transportation which they can possibly use to advantage. The center of gravity of our lives should therefore shift during the years ahead from getting and doing to growing and being—from money grabbing to excellence and happiness of life. We need to turn to leisure as one of our most glorious and challenging opportunities. We need to realize that the home, the school, the church, government, and industry must all make their contribution toward a leisure that is worthy of the finest ideals of our people.

"My contention is that every secondary school should have its music rooms, its studios, its workshops and its reading rooms, and that its instruction in literature should have the definite purpose in the earlier years of arousing any dormant interest in reading and writing of which any pupil may be possessed. . . . Every boy should make the acquaintance of a wide variety of forms of artistic expression and have a chance himself to experiment with some of them, and during the last years of his course he should be encouraged to carry on in a chosen field. From such a training the boy ought to be able to discover some real abiding interest which would serve him as a delightful resource throughout his life, and would make him independent of outside assistance in the use of his leisure."—From "The Unintellectual Boy" by Frederick Winsor, "Atlantic Monthly."

The first step in such a process is to establish a sound philosophy of leisure, to fix in the minds of our people the abiding values of life in terms of the new situation. The struggle for values is now going on. It is within our power to overstimulate the lower appetites or to cultivate the higher desires and purposes. There are those

(*Continued on page* 586)

Courtesy Union County, N. J., Park Commission

The preservation of the natural beauty of parks by clever landscaping effects is in itself an art.

What a Modern Park Department Does

By L. H. Weir
National Recreation Association

A MODERN park department is a composite of many different institutions. It is an agency still in the process of development, and no one knows at this time what a modern park department will ultimately be doing among future generations of people.

The functions of a park department comprise business and personnel management, planning, engineering, horticulture and forestry, landscape architecture, legislation, law enforcement, and a very wide range of cultural-educational-recreational services.

As a business institution it acquires lands, executes contracts for improvements or itself performs the functions of a construction contracting firm, it maintains and administers lands, buildings and equipment, employs and directs a working personnel of a wide range of qualifications and talents. It not infrequently operates public utilities and income bearing facilities and activities. It contracts for and handles large quantities of supplies. In doing all these things of a business nature it handles sums of money which the people intrust to their care through appropriations, special tax levies, bond issues, gifts and donations, fees and charges.

In the year 1929 the total expenditure for public recreation in all cities of 30,000 population and over was nearly $70,000,000, the greater per cent of which was administered through the park departments of these 250 cities. The expenditures for capital outlays exceeded the sums expended

for operation and maintenance. In 1928 the Bureau of Census, U. S. Department of Commerce, issued a statement to the effect that the value of properties held for purposes of public recreation in all cities of 50,000 and over, exceeded the value of properties held for public education, and the value of the public recreation properties had reached the enormous total of $2,169,000,000. The greater percentage of these properties are under the control of the park departments of these cities. The park departments of the great cities of this country are handling budgets for operation and maintenance totalling many millions each year while many smaller cities ranging from 150,000 upwards have budgets for operation and maintenance ranging from $350,000 to upwards of a million a year.

Courtesy Union County, N. J., Park Commission

The construction of drives which will connect all parts of a park system is an engineering feat requiring skill.

From time to time the budgets for capital outlays exceed the budgets for operation and maintenance. One county park department in this country has during the past six years received for capital outlays nearly $70,000,000. In the handling of the funds intrusted to its care by the people the park department must necessarily become a bookkeeping and accounting agency. In order to give an account of its stewardship to the people it must become a general record-keeping agency covering not only all its financial transactions but also all its various services to the people.

As a planning agency the modern park department must devise a comprehensive system of open spaces for the preservation of the natural resources of the community in which it operates, for the adornment of the city and for the provision of opportunities for active recreations of the people. It must plan each separate property comprising the general system of open spaces so as to fit them for their highest usefulness to the people. The planning of a modern park system is now considered one of the most important and fundamental phases of city planning of today. The planning of a park and recreation system is intimately related to almost every other phase of general city planning and it is a common practice to include in the membership of city planning commissions some representative of the park department.

As an engineering agency it makes use of civil, landscape, construction, sanitary, hydraulic, lighting, architectural and social engineers so wide is the scope of its operations in this field. It makes plane, topographic, hydrographic surveys, establishes grading levels, lays out systems of water, sewage, lights, roads and trails and either constructs them or supervises the construction when done under contract. It executes the designs of the landscape architect and the building architect. It keeps or should keep cost accounting records of all engineering projects. Where engineering work is done under contract the department must be responsible for drawing of specifications, making estimates, execution of contracts and general supervision of the work.

As an horticulture agency it preserves the native plant growth on all park areas, enriches this growth wherever deemed desirable by plantations

Five years ago the National Recreation Association made a study of municipal and county parks in the United States. This year, in cooperation with the Bureau of Labor Statistics of the Department of Labor, the Association is making a similar study in cities with a population of 5,000 and over. Statistics have been received from more than 1,000 cities. Findings of this study are to be published in a bulletin which will be issued by the Bureau of Labor Statistics.

Courtesy Union County, N. J., Park Commission

A Shakespeare garden adds charm and gives enjoyment to lovers of nature.

of shrubs and trees and grass, operates greenhouses, conservatory, propagating beds and nurseries and frequently has charge of the planting and care of all street trees. It plants and maintains floral displays of many different types and is a center of information for the people of the community on what, how, when and where to plant flowers, shrubs, trees and lawns and how to protect them against injurious diseases and insect pests.

The functions of a modern park department as a landscape art institution embraces many of the phases of its functions in planning, engineering, horticulture and cultural - educational - recreational services. Landscape art in its broadest sense deals with the fitting of any given area in a park system for its highest service to the people, at the same time doing this in a manner that is pleasing to the eye and satisfying to the aesthetic sense. Following the acquisition and plans and topographic surveying of properties, landscape designing should precede all other phases of development and all other phases should be predicated on it. In its cultural aspects landscape art is the one fine art above all others with which the masses of the people are brought into most intimate contact. It assumes, therefore, a position of commanding importance in every park department both as it relates to the material development and maintenance of properties and to the cultural development of the people.

As a legislative agency the modern park department makes rules for the governance of the general business of the department, and special rules governing the qualifications, duties, and conduct of employees, but its true legislative function more clearly appears in the formulation and promulgation of rules and regulations governing the people in the use of the recreation properties and facilities. In independent park districts such rules and regulations have all the legality and force of ordinances of a city. In those departments which are an integral part of a municipal government such rules and reg-

The contribution of parks to the joy of winter sports enthusiasts.

Courtesy Union County, N. J., Park Commission

ulations have the value and force of ordinances when approved by the legislative body of the city.

In the enforcement of its rules and regulations and of state laws or municipal ordinances applying to general enforcement of law and order on park properties, the modern park department becomes an agency exercising the police powers of the community. Many park departments maintain a force of park guards or police as a part of their employed personnel.

All the foregoing functions of a modern park department are either preparatory to, or to be considered as aids to, its functions as a cultural-educational-recreational institution. Exception should be made of horticulture and landscape architecture since they have values of the highest worth in themselves in the cultural-educational development of the people aside from their relation to the material development of properties.

All the skills and arts of business and personnel management, planning, engineering, landscape architecture, horticulture, legislation and law enforcement are employed better to enable the modern park department to fulfill its mission of providing opportunities for "a more abundant life for all." This is the ultimate end and purpose for which it exists—for which it labors.

In the broad field of the fine arts one of the richest contributions made by the modern park department is through landscape architecture. In this art high standards were set from the beginning of park development in America by such men as Alexander Jackson Dowing, Olmsted and Elder and his associates, Vaux and Eliot, by McLaren in San Francisco and Cleveland, Wirth in Minneapolis, and by others. The profession of landscape architecture today includes many notable names all of whom are from time to time making splendid additions to the beauty of parks by their designs. It is noticeable that everywhere an effort is being made to apply the principles of this great art to the designs of even the smallest playgrounds and small parks as well as to the large parks.

Courtesy Union County, N. J., Park Commission

One of the greatest attractions a park can offer people of crowded cities are lakes or other waterways. Their creation is one of the fine achievements of park engineering.

But the efforts of the modern park department are not wholly confined to this art. In not a few of the parks throughout the country there are notable examples of the plastic arts represented by plaques, statues, fountains and monuments. There are excellent examples of architecture in some club houses, museums, music temples, outdoor theatres, amphitheatres, stadiums and other structures. Fine art museums are becoming more and more common in modern public parks. In these the people have an opportunity not only to view the works of great artists in the fields of the sculptured, plastic and the higher forms of the handcraft arts, but also to attend lectures, and classes conducted in the museums. The numerous band stands, music shells and a few music temples and amphitheatres attest to the fact that park departments foster another one of the great arts—music. Music in the form of band concerts is almost universally presented by park departments and within the last few years choral and symphony concerts have been added by a few departments. The orthophonic phonograph and the radio are now being called into use and a few park departments in addition to employing band masters are employing community music leaders for the general development of music among the people.

The number of outdoor and indoor theatres has increased in public parks during recent years and the promise of the future is that there will not only be the general city-wide outdoor theatre but that each neighborhood will have its neighborhood outdoor theatre in public parks. This indicates a marked tendency toward the fostering by park departments of another of the fine arts, and a few park departments now employ dramatic organizers and producers. The minor fine arts as represented in the various handcraft arts have occupied a prominent place in the recreational programs of well organized park departments and a tendency is noted here and there toward development of higher forms of creative effort in this broad field.

"When any people has so ordered itself as to have placed the majority of its members in conditions that are so unnatural as to deprive them of the benefits of the fundamental forces and the operation of natural laws, there can be but one answer to that situation, and that is the gradual biological decadence of the people.

"At no time in the history of the world have the people of a great nation so rapidly been separated from that environmental condition which supplies in abundance all these fundamental biological things as has been true in America, and the one agency that stands in the breach is the park department of today with its plans for open spaces, for the setting aside of areas that will admit sunlight, that will admit pure air, that will provide opportunities for the people to renew contact frequently with the environment that God made for them, and with the opportunity for engaging in those sports and games and recreations that hark back to old-age needs of the physical body."

Few institutions have a greater opportunity to instruct the people in certain fields of the natural sciences than do park departments and the modern park department is giving more and more attention to this valuable educational - recreational service. Every large park and many smaller ones are living laboratories for the study of botany and ornithology. Practically every large park presents opportunities for the study of geology and physical geography. The numerous zoos and a smaller number of aquariums afford first hand opportunities for the study of living specimens of the animal kingdom.

Nature trails, nature science museums and conservatories are increasing, and there is a growing tendency toward giving more attention to labelling specimens of flowers, shrubs and trees in public parks for the instruction of the people. A very few park departments maintain botanical gardens and arboretums. A very few now have observatories affording an opportunity for a popular study of that most fascinating and alluring of all sciences—astronomy. A new type of worker is appearing on the staff of the modern park department. He is known as the park naturalist and his function is to organize and instruct the people in those natural sciences for which parks are best fitted to provide the materials for instruction. Wherever natural science museums exist in public parks the staffs of these museums not only provide instruction within the museum itself but many of them organize and conduct an extensive educational service throughout the community.

In the field of general recreation the modern park department provides and operates children's playgrounds, playfields, tennis courts, stadiums, athletic fields, swimming centers, golf courses, riding barns and riding trails, shooting ranges, archery ranges, boating and canoeing centers, skating ponds and rinks, sliding places, ski jumps, toboggan slides, field houses and community houses, moving picture centers, fish hatcheries for the purpose of keeping the lakes and streams in

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Courtesy U. S. Forest Service

With the "glorious prospect of a little leisure" ahead the farmer may enjoy more fully sports such as this.

The Government and Rural Life

By C. B. Smith, D.Sc.

Chief, Extension Service

United States Department of Agriculture

RURAL recreation is fast taking its place as a vital part of the agricultural extension program of the United States. It is being promoted both for the joy it brings each individual soul who takes part in it and for its value as a seasoner of the more serious part of the extension program. It is finding expression through games, pageants, plays, through camps, vesper services, tours, achievement days, picnics, sings, folk dancing, and all the various ways that help bring men and women, boys and girls, age and youth, together in social enjoyment and physical and mind stimulating activity.

Entered into at the outset somewhat timidly, we have grown bolder as the work has developed, and we have seen the strengthening effect of recreation on the more serious part of our teaching program in promoting good fellowship, faith in each other, a community and cooperative spirit, and an ambition on the part of the individual to take part and to contribute and to help.

In May, 1927, the National Recreation Association assigned a full time field secretary to work with the United States Department of Agriculture in conducting recreation training institutes for State extension workers, county agents, boys' and girls' club leaders, home demonstration agents, leaders of Farm Bureaus, granges and other rural groups. For the past two years three workers have been assigned by the Association, two of whom devoted their entire time to training workers in game leading and social recreation activities, while the third stressed instruction in drama. Through December, 1930, a total of 22,710 rural leaders attended the 323 institutes conducted by the Association's workers in 39 states.

We are still feeling our way in the recreation field, but thanks to the National Recreation Association, which has furnished us much guidance and given our field forces needed leadership, we are trying to see more clearly the plan and the purpose of recreation in life, and we know that we want more of it in our extension work with rural people, and rural people want more of it in their lives.

But first may I give you a picture of our extension organization through which we are promoting recreation in rural United States. We have about 3,000 rural counties in the United States with around 4,500 men and women extension agents employed jointly

by the county, State, and Federal government, living and working in 2,500 of these counties. These are, for the most part, farm raised, college trained men and women who know the technique of agriculture and home-making and who are in sympathy with rural life and want to bring into it efficiency, profit, joy, self-expression, culture, wholesomeness and abundant living. This group of 4,500 men and women county extension agents touch the thinking and impress their message on approximately 20,000,000 rural people annually. They have actually taken on as volunteer helpers unpaid or local leaders, as we call them, 320,000 men and women. Besides work with adults there are around 60,000 boys' and girls' clubs with as many leaders, and over 850,000 rural club members, ranging from 10 to 20 years of age.

Courtesy U. S. Forest Service

Opportunities for recreation through camping are being provided rural people through the Government.

It is our ambition that the program of every rural group meeting either of men, women, or youth, or all combined, shall be made up of at least three parts song, play and instruction, and we are working as fast as we can to this end. The main obstacle to the attainment of this end is the lack of recreation teachers to train our extension specialists and the 320,000 local leaders, helping them in carrying on extension work.

Herein has been the great contribution to our extension work of the National Recreation Association in that they have furnished us the full time of men like John Bradford, W. P. Jackson, and Stuart Knapp, who have not simply taught us to play but have given us the philosophy of recreation and taught our extension agents and local leaders so that they in turn have been able to give the instruction and demonstrations to others.

Our objective now is to have one or more full time recreation leaders in every State located at the agricultural college headquarters of our extension work in the State so that there will be someone to carry the work on with the county agents and county local leaders the year round. We want every extension agent in the whole extension system not only to be able to lead any rural group in which they find themselves anywhere in wholesome recreation, but also to be able to teach unpaid local leaders in the county how to reinforce their extension work with recreation, song, plays and pageantry.

More Leisure for the Farmer

As we see the matter, recreation *is* to play and *must* play a much larger part in future rural life and all life than ever before. Considering only the rural aspect of the matter, we have this situation:

Because of the increased use of the farm tractor in the United States and the larger machinery that goes with it; because of the use of selected seed and higher yielding varieties, the use of high grade fertilizers, better farm management and farm organization, the use of sprays to control insects and diseases, the use of better sanitary methods in the growing of poultry and livestock, the farmers of the United States are easily producing all the food and fiber the nation needs and more, and whenever the farmer produces just a little more than the nation actually needs he is penalized by the public by greatly reduced prices and loss of income.

The big task before us then in the United States is not so much the growing of more crops and stock products as it is to grow each year about what the nation needs. This means that for the first time in a thousand years the farmer and his family need not toil in the field from before sun up until after sunset, but may shorten his work day and even perhaps shorten his work week and still produce all the nation needs.

In this gradually developing situation the farmer and his family have the glorious prospect of a little leisure before them. Now this leisure may be very wholesome and lead to more education, more social and recreational life, more cul-

tural life and abundant living if rightly used, or more leisure may mean simply more idleness, and we are told that Satan always finds something for idle hands to do. It would be good for the soul of the rural family in the United States if a portion of the prospective leisure time coming to them could find expression in song, recreation, plays, and the fine social enjoyment that goes with these wholesome matters of life.

A larger educational life, social life, and recreational life is, in my judgment, coming to the farm people of both the United States and Canada, and it is not too soon for forward-looking men and women in both countries to be preparing to meet it, both through legislation and the training of men and women to give help in these fields. It is a needed public teaching work.

Training for Leisure Essential

In the vocational schools and high schools of the United States, wherever agriculture and home-making are taught, we should have systematic instruction given in the philosophy and art of recreation. All educational forces who deal with rural people should know the place of recreation in rural life and be prepared through their work to further its development, and this recreation may well include something of the spiirtual in life. I was a witness lately to the cultural and soul value of one of our vesper services, conducted at camps by our rural Boys' and Girls' 4-H clubs. This is an element in recreation fast coming into our young people's club work. To sit on a hilltop with others in silence and meditation as the sun goes down and the shadows lengthen, to think together on things clean and worthy, to direct the mind away from material to more spiritual things, to commune with the soul all are cultural things that help lift the mind up into the realm of the Creator and constitute a steadying influence in the midst of a very busy and changing world, that is worth while, and is increasingly a part of our Boys' and Girls' Club program. Recreation, to our mind, may well include something of these spiritual matters that seek to develop the best there is in man.

Secretary Arthur M. Hyde in a recent address stated that our agricultural plant is already too large. This nation has incomparable resources in land, labor, and capital. The rate of increase of our population is rapidly declining. Secretary Hyde believes that within a generation our population will reach a stationary figure of 150,000,000; perhaps a little more, but quite possibly less. Secretary Hyde speaks of retirement from cultivation of lands which the pioneer subdued, but which stubbornly refuse to yield to his grandchildren a reasonable standard of living.

At this time when a considerable percentage of our farm land is not needed for the production of crops, it is most important that those who are concerned for the life of the American people shall think in terms of conservation, in terms of national, state, county, and local forests and recreation grounds.—"United States Daily," October 22, 1931.

Now, may I give you a paragraph on some of the statistics of our extension work in the United States. Our 6,100 employed extension agents give about 5 per cent of their time to various phases of community activities, including recreation. In 1930, our extension forces sponsored 860 farm women's camps of 2 to 6 days each, where farm women were relieved of all household tasks, took setting-up exercises, played games, rested, held vesper services, got acquainted with new people, were given instruction in various subjects, and refreshed their souls. Sixty-four thousand farm women attended these camps. We held nearly 3,000 camps for our junior 4-H club members, attended by about 227,000 rural boys and girls. Some 450 community club houses and permanent camps were built, and the records indicate that nearly 9,000 rural communities developed recreation work, music, and games, yells and contests are a part of each one of the 60,000 boys' and girls' 4-H clubs. These clubs are made up of 10-15 boys and girls. They meet on an average of 8 to 12 times each year, and song, games and social life are a part of each meeting.

Through the assistance of Messrs. Bradford, Jackson, and Knapp, of the National Recreation Association, over 5,000 volunteer rural leaders were given this past year 1 to 4 days' instruction in recreational leadership, including community singing, dramatics, music appreciation, group games and folk dancing, story telling and rural community center organization and program work. The annual reports of the 6,100 extension agents that come into our office are full of references to the recreational work they are doing, and to the fine help they have been getting from the men furnished by the National Recreation Association.

I have here excerpts from the annual reports of our extension agents, showing some of the particular things they have done in the way of community activities, pageants and plays, community buildings, parks and playgrounds, music

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Recreation in Canadian Schools

By A. S. Lamb, M.D.

Director of the Department of Physical Education
McGill University, Montreal

Courtesy Vancouver, B. C., Park System

The school children of Canada have a rich background for out-of-door sports.

ONE of the easiest ways of getting into trouble is to make broad generalizations, and yet I see no other way of dealing with this problem of recreation in our schools than by making generalizations. In my journeyings across our Dominion, and through contacts with teachers and pupils from all Provinces, I have gathered certain impressions and certain facts which must necessarily form the basis of my observations.

There appear to be four important factors which are influencing recreation in our Canadian schools. First, we are suffering from an inheritance of "systems" and military formalism. That is generalization number one for which I shall probably get into trouble. Many of our teachers of physical education are either the direct or indirect products of our English schools and, for the most part, have the traditional conception of physical "training" or "culture" which is very formal. I don't say that that training is being given at the present time in England, but we have inherited the "system" from our Mother Country. The conception in many cases is one of physical training and physical "jerks" of the "I yell and you jump" type of response.

This has an effect that is very important, but on which I cannot spend too much time except to say that there is in Canada today what is known as the Strathcona Trust Fund, yielding $20,000 per year, administered by the Department of National Defense. It is intimately associated with cadet training and last year in our normal schools over 5,000 teachers were instructed in physical education by district cadet officers. Those people go out, of course, and spread that same gospel, and this we feel is a distinct handicap to the program in our schools. There is no proper understanding of the objectives, the educational aims, and that to me is a most unfortunate situation which we Canadians must take to heart and try to correct. Under the same administration last year, 136,000 cadets were trained, nearly 65,000 of them in the Province of Quebec. I think that is a difficulty. Thus recreation in our Canadian schools is laboring under the handicap of formalism and military discipline.

The second important factor, although it may seem paradoxical, also comes to us from our Mother Country. The powerful tradition of "playing the game for the game's sake" is more than a by-word, for fortunately it plays a most important part in all the recreative activities of our schools. To say, "It isn't cricket," has a wealth of meaning, something fully comprehended by our boys and girls, and yet many of them have never played cricket and might not know a bat from a wicket. It is a tradition which, I believe, has a very great influence upon their reactions toward their fellows.

That there is an unwritten code of sportsman-

ship—that hackneyed word—is illustrated by an intercollegiate cross country race held several years ago, in which Runner A was leading by about fifty yards while B, from a rival university, was next in line. Competition was very keen. They came to a turn in the road, Runner A taking the turn correctly to his home course, Runner B taking the wrong turn. A noticed it and stopped, called to Runner B, waited until he resumed the same relative position he had before he made the wrong turn, and then continued the race. Runner A lost the race but won the undying admiration of his fellows.

Dr. Savage in his Carnegie Report No. 18, "Games and Sports in British Schools and Universities," a thorough study, makes the comment: "This tradition of English sportsmanship taught by the masters and carried on to each succeeding generation, is a powerful moral force, as much a heritage of American sport as the English language and the English Common Law are other heritages of our national life."

Sir Henry Newbolt expresses it:

"The sand of the desert is sodden red,
Red with the wreck of a square that broke;
The Gatling's jammed and the Colonel dead,
And the regiment blind with dust and smoke.
The river of death has brimmed his banks
And England's far and Honor a name,
But the voice of a schoolboy rallies the ranks,
'Play up! Play up! and play the game!' "

The third factor, one for which we are everlastingly grateful, comes to us from the United States, and primarily from this Association and its illustrious President, and it is this: The scientific approach which has been made to the whole field of recreation and physical education, the important and far-reaching researches and studies which have been conducted, have given us a philosophy of recreation which enables us to go on with inspiration and enthusiasm which we could not possibly have without it. I wish to pay my tribute on behalf of the youth of Canada who are reaping the benefits of the work of this Association.

The fourth factor also comes to us from below the boundary line and, really, we are sorry you didn't keep it there. Organization of recreation is essential, supervision is necessary, competition is wise, but highly organized, mechanized, commercialized competition seems to us to be very unnecessary and very unwise. The problems involved are, I am sure, quite familiar to all of us, and we in Canada are being caused no little concern in maintaining what we consider to be the right habits and attitudes of our children.

The problems we have to face are precisely, or generally, the same as the problems of the school child in any country. There may be monopolies of all kinds, but there are none in health and recreation. The value of the dollar may fluctuate, the gold standard may come and go, as you well know, but the values of recreation remain constant and its gold standard will always be the desirable citizen of the future. There are no national boundaries; recreation has its universal appeal regardless of race, creed and color. The children's charter of the White House Conference is equally applicable in Canada, the United States, or England.

We perhaps are somewhat more casual about our recreation in that we do not work so hard at our games; we try to take the work from them. There is not so much specialization, nor is there such intensive competition. We do not measure things with the same precision and exactness. We do not know so much about tabulations, p e r c e ntages, means, correlations, and we are not so much inspired by complex classifications, motivations and integrations.

We have, in Canada, a tradition among our teachers referred to by Sir John Adams as "teachers by the Grace of God," teachers who have a traditional belief; teachers who believe that their knowledge of Latin is something with which to be more satisfied than their knowledge of Jimmy to whom they teach it. There is still a battle in Canada between the academics and the pedagogics. In the professional field we have far too many monkeys. The training of our teachers we hope will improve, but until it does the toleration of the academic teachers will not change.

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It was a rare privilege which the Congress enjoyed in hearing the Mendelssohn Choir of Toronto, composed of about 240 voices, which gave a most beautiful concert for the delegates. The Choir sang two Motets; C. H. H. Parry's "There Is an Old Belief"; Harry Purcell's "Nymphs and Shepherds"; Brahms' Op. 62: No. 5—"Dear Canst Thou Tell"; J. F. Bridge's "Bold Turpin"; the Cachucha from the "Gondoliers," and in closing the concert, Parry's beautiful "Jerusalem."

The Choir, which is well known not only in Canada, but in the United States, where it has sung in many large cities, was founded in 1894 by the late Dr. A. S. Vogt, who served as director until 1917, when he resigned. His successor was Dr. H. A. Fricker, the present conductor.

Town Planning and Recreation in Canada

By A. G. Dalzell, M.E.I.C.
President Town Planning Institute

The future of recreation in the communities of Canada is bound up with city planning.

Photo by F. Gowen, Vancouver, B. C.

Stanley Park in Vancouver, Canada, containing a thousand acres, is an area of rare beauty.

THE city in which this Congress is held is the second city in Canada. Montreal, with a larger population, was incorporated two years earlier than Toronto, which will celebrate its centenary in 1934. Montreal, however, was founded on a much older settlement of almost entirely French people, and the early plans of the city do not indicate any appreciation of the need to reserve areas of land for recreational purposes.

The Town of York, which preceded by only a few years the City of Toronto, in its earliest plan showed the reservation of two large squares for public purposes, though these were later used as sites for educational and administrative purposes and are not today in the public domain. A plan of the city soon after incorporation shows two other squares for public use and both remain to the present day as public parks. This plan also shows that it was intended to reserve the water front on the north shore of the harbor as a promenade and pleasure ground. This land was, however, alienated in later years, though most of it has had to be repurchased to carry out harbor improvements. A plan of the city dated 1842 shows the influence of British, and particularly English, settlement because it indicates that a large area of land immediately south and west of the present Queen's Park was used as a St. Leger race course and cricket ground.

In 1843 the first races associated with the Toronto Hunt Club were run at Lansing, seven miles north of the city, and ever since the club has been a distinct feature of the social and recreational life of the citizens of Toronto. Probably the same lovers of horses were responsible for the establishment of race courses in the city. Two exist at the present time within the city limits, two immediately adjacent to the city, and the race for the King's Plate is one of the social functions of the year. Though race courses involve the use of large areas of land, their presence within a city has not involved the planning problems that cemeteries have created.

In later years Toronto has been fortunate in securing large areas of land for park purposes, the gifts of private citizens, and there are two such donated parks outside the city limits.

The City of Winnipeg, which only recently gave

One of the delightful expressions of the hospitality of our Canadian hosts at the Toronto Recreation Congress was the presentation to Joseph Lee of a gavel made from Canadian maple with an inscription plate of Canadian silver. W. G. Watson, Honorary Chairman, in making the presentation on behalf of the Local Arrangements Committee, said:

"Whenever one finds a worth while movement that is making headway, there is invariably an outstanding personality whose courage, faith and leadership have made it possible. When we think of the National Recreation Association our minds instinctively turn to Joseph Lee, the president of the Association and the spiritual father of the recreation movement in America. . . . It is comparatively easy, under the impulse of a moment, to do a bright and shining thing. It is infinitely harder, more worth while, to relate one's self in a definite fashion to some outstanding enterprise, and, as Mr. Lee has done in the case of the Association, to continue with fixed purpose, faith and courage, enthusiastically to invest one's time and money year after year throughout many years.

"Mr. Lee, I have been asked to present you with a simple token of our esteem for you and our appreciation of the patient, persistent and intelligent manner in which you have through the years addressed yourself to the great task of developing in the public conscience an ever-larger interest in the proper use of leisure in the life of the people."

way to the City of Vancouver as the third city in Canada, was founded in 1876, also on a settlement made by French Canadians. Its plan has been in part influenced by the subdivision of land into river lots, but before the city was incorporated in 1876 the Dominion government had adopted for the purpose of land settlement, the plan then in use in the United States, subdividing land into rectangular townships. The section of one square mile and the quarter section of 160 acres, with the road allowances pertaining thereto, have had a dominating influence on the plan of the City of Winnipeg and all prairie cities. This influence has extended even into British Columbia, where the system of surveys by townships does not prevail, and the City of Vancouver has a plan corresponding in many ways to a prairie city, though not so consistently uniform.

Unfortunately, in all the plans of towns and cities of western Canada the provision of land for public purposes and particularly for recreation was not given consideration, notwithstanding the early example set by Toronto. Vancouver owes its incomparable Stanley Park of 1,000 acres not to the appreciation of land for such a purpose, but because it was reserved for naval and military purposes.

In an issue of September 20th last, the *Vancouver Province,* usually regarded as the leading and most moderate paper in British Columbia, had an editorial on "The Land and the People." In this editorial, mainly directed toward the difficulty of placing land-hungry people on small holdings, the writer says:

"What is the difficulty? Why, that British Columbia is not really interested in land settlement, has no land settlement policy and never had. We have been a province of exploitation, never a province in which settlement and home-making have been systematically and honestly encouraged. We have had land policies, of course, land speculating policies, land selling policies, town site policies. Land has been regarded as a pawn in the commercial game, never as the real basis of our growth and prosperity."

The policy of subdivision of land for urban use in great parts of Canada has been to sell the greatest amount of land to the greatest number of people at the greatest possible price. The effect on the use of land for public recreation can be shown by stating that it has cost the citizens of Vancouver more to secure eight acres of land for small recreation grounds, from land which less than fifty years ago was sold by the Crown at one dollar an acre, than it cost the citizens of London, the capital of the Empire, to purchase eighty acres of land within the five mile zone, from land which was alienated from the Crown more than three hundred years ago.

The land policies of the past served their purpose very effectively, but that purpose was not community welfare. The ultimate effect is shown by the fact that in British Columbia the government is in possession of nearly three million acres for non-payment of taxes, and that some prairie cities have also one-third of the land within municipal limits confiscated for the same reason. There is, however, this saving feature, that the opportunity is now presented to adopt entirely new policies, and that by means of public education such as this Congress affords the people may come to see that public welfare depends on the proper use of land, and that one such use is for adequate space for healthy recreation.

Scientific city planning will facilitate recreation because it will prevent the waste of land in unnecessary streets and street development, and the

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Industrial Recreation in Canada

There is very keen interest in Canada in the responsibility of industry for workers' recreation.

By W. H. Kilby
Director of Recreation
Canadian National Railways

SINCE the beginning of time the pursuit of happiness has been the motivating force of human life. Whether such happiness has been found in productive work or in the expression of individualism in leisure bears upon our consideration as we reach a stage in the world's progress when the relation of time—usually expressed as "work time"—has decreased against that time usually expressed as our own or "leisure time." The variety of human desires obviously precludes any standardization of play or leisure time, occupation or effort.

It has been made very obvious that the financial reward for effort can be an excessive consideration. It is also evident that the involved financial structure we have built has failed in its purpose—the creation of human happiness. It would seem that we have paid too much attention to making livings and not enough to making lives.

The necessity for making livings has brought into being excessive competition and an evidence to win at any cost. Such competition, together with the lack of physical exercise for those engaged in it, has produced a nervous condition in people without a physical condition to maintain properly human existence. These conditions have been evidenced in a desire for emotional entertainment rather than for individual participation in physical play. In this connection we must not forget that man is first a physical animal, and in his early stages depended for mere existence on the keenness of his eye and the strength of his muscles. Through the ages physical exercise, expressed in the terms of athletics, has occupied a prominent place, and it is noteworthy that the nations which have risen to greatness have been those nations which have given consideration to the development of the body as well as the mind.

Industry will be successful only to the degree that more study is given to the human element, and while medical clinics for the repairing of physical ailments are altogether excellent, little provision has been made for the relieving of the troubles of the mind.

An attempt has been made to ascertain the extent of adult employee recreation among the leading industries of Canada. This has revealed striking and encouraging figures, but it has also generally shown a lack of coordination or liaison as between industries and as between other recreational authorities. According to our survey, industry, due perhaps to its variety, has no defined general policy either as to financial provision for employee recreation or for its administration. The recreation policy is usually dependent on the vision, generosity and play consciousness of the industrial executives. That they have been alive to the value of the effort is shown in the results. Out of 150 industries reporting, 88.6 per cent

One of the social occasions greatly enjoyed by the Congress delegates was the dance following one of the evening meetings. Much of the success of the dance was due to the fine quality of the music provided by an orchestra of employees from the T. Eaton Company, Limited.

Delegates to the Congress were further indebted to Eaton Company for a demonstration, "The Spirit of Recreation," effectively presented by members of the Eaton Girls' Club and of the Young Men's Club. The story, its lighting and staging, the music and the costumes were all arranged by members of the clubs.

were sponsoring recreation programs and only 11.4 per cent indicated no interest. In nearly all cases a desire was expressed for information and guidance.

Thus it would seem that industry has voluntarily assumed an obligation, but whether this has always been as a result of vision or necessity is not clearly defined. Because mechanized industry is taking from its human factor the physical exercise necessary for the man's well-being it does perhaps owe to its workers assistance in providing for constructive leisure. I suggest that in order to maintain a proper standard of human efficiency, industry owes to itself and to the nation an active interest in the leisure time occupations of its workers. With the prospect of this leisure time being greatly increased, there is the probability that skilled craftsmanship will rapidly deteriorate and be almost lost unless provision is made for the education of people to occupy profitably a period of their leisure time in useful work. This work leisure period would seem a field of endeavor for industry to undertake.

There is, too, home, community and travel leisure, which, together with work leisure, may be described as a full time leisure period. It must be borne in mind that industrial workers form the mass of Canadian citizens and are members of communities, and as such naturally seek leisure occupation in the neighborhood where they reside. This would indicate the need of closer ties between industrial and community effort. Industry from its experience in the leisure time occupation field is in a position to offer a concrete suggestion along the following lines:

The industries are appreciative of the importance of the value of any contributions to the art and science of the better use of leisure which directly affects their staff as workers, home-makers and citizens. Any opportunity, such as this conference offers, of obtaining from a single great modern nation a presentation of the various movements, methods and experiments in this field, besides being an international event of much importance, permits of clearer defining of the national problems.

In times of world-wide difficulties when full national efforts are everywhere being rallied, we Canadians are not slow in fully appreciating the national aspects of a problem which is assuming an immediate and ever growing importance in individual happiness and national life. We live at the threshold of an era where the relation of leisure to work becomes of increasing interest to those who are responsible for planning and guiding the development of national character and growth, economy and government. Every neighborhood and community, as well as every group, association and industry, looks for vision, leadership and guidance from those who comprise the consulting and advisory sections, and above all, the organized research and planning elements of a national association. Only a national federation, union or association can tackle these pressing problems with any hope of real or practical success. If a National Canadian Recreation Association should develop, it is to be hoped that early and intensive attention be paid to the study of the following problems and that cooperative Dominion-wide research be organized for the purpose:

An authoritative statement of national, regional and local needs in respect to leisure organization, equipment and training; the best and widest use of available leisure and recreational facilities and the cooperative and self-help provision of supplementary opportunities; the best methods of creating continuous survey, research and planning machinery; the minimum of liaison machinery and the education and training of the voluntary and professional organizers, tutors and administrators. This is necessary so that our major problems in this field are tackled with vision, but also with due regard to the necessity for immediate practical returns for such efforts.

The accomplishments of recent years in the United States, Great Britain and Canada in the development of a more general provision of opportunity for extracting greater happiness from the leisure part of life and developing more varied interests in it, have not been without their steadying influences in community and national life or work. But we have yet, among other things, to explore more deliberately the character-building and conserving, as well as the multiple-skill-producing opportunities of leisure time in the field of increased leisure.

The widespread and increasing attention which is being paid to decreasing working days and working hours is not without its warnings, which may suggest national responsibilities in respect to educational preparation for a better use of leisure, whether adolescent or adult, with its influence on happier work and happier home life. Dominion-wide cooperation of all educational, recreational and welfare organizations would seem essential. Is this a challenge to industry? Or is it a challenge from industry to community and nation?

Courtesy of "Leisure and Education in Germany"

Antiquity serves youth as some of Germany's proudest old castles are turned into shelters for the Wanderers.

The Youth Movement in Germany

By Ben Solomon
Editor, Camp Life

LET us consider here the types of private and semi-private organizations that claim membership in the Youth Movement. Each individual carries a membership card in one of a long list of organizations, school children alone being exempt from this rule. It is a most difficult thing to separate these organizations into types, classes or like interest groups because there is very much overlapping and interlocking of general and specific aims. Furthermore, one meets with great difficulty in making accurate English translations of German terms and definitions. Nine general groups including one hundred and three organizations are members of the Federation of German Youth Associations (Reichsausschuss Der Deutschen Jugendverbande), a semi-private agency organized in 1926, which receives financial help from the Ministry of the Interior. To belong to this Federation an organization must have at least fifty local groups and one thousand members.

Most of the membership figures are given here but some were unobtainable. Where a suitable English translation cannot be made the German name is used. Many of these organizations maintain year-round programs including club work through the winter months and camps in the summer, and some have leaders' training courses.

In the November issue of "Recreation" there appeared the first installment of Mr. Solomon's interesting study of the Youth Movement in Germany. In this introductory statement Mr. Solomon told of the early history of the movement, the changes in objectives, and the introduction of certain elements affecting the present situation. In this issue Mr. Solomon tells of the types of organizations composing the movement, and their membership, and describes the Youth Hostels and their operation. It is a fascinating story told by one who, over a period of years, has studied the literature of the movement and who recently has had first-hand contacts with the groups, sharing in their activities.

I. Group of Evangelical Youth Movement Associations

Unmarried boys 228,000
Unmarried girls 500,000

Total membership 728,000

1. Association of Youth Clubs of the Free Evangelical Congregations, Inc. (Sectarian, non-conformists. There is an adult movement with the same aims.)
2. Association of German Bible Groups
3. Association of German Youth Clubs, Inc. (Probably the Youth Clubs Affiliated with Protestant Church in Germany)
4. Association of Evangelical-Lutheran Maiden Clubs in Prussia, Inc. (Connected with Protestant Church. Christian and high moral ideals of living)
5. Christ-German Associations ("to combine Christlike living with Germanic ideals")
6. German Christian Students' Association (University students of decided Christian ideals, who belong to special Bible groups and express their Christianity by membership in that association)
7. German Evangelical Workers Youth (May be either connected with the Protestant Church or with the Christian Socialists—a free religious movement partly inside, partly outside the Church)
8. German Association of Girls' Bible Groups (Ages probably fourteen to sixteen—confirmation age in Germany)
9. German Federation of the Youth Associations for Decided Christianity. (Wear a badge, go to prayer meetings, bible classes, believe in verbal inspiration of the Bible and in miracles. and show their Christianity by promoting belief in Jesus)
10. German-Evangelical Association of Social Youth Groups (Do social work along Christian and patriotic lines. Probably connected with Church)
11. Federal Evangelical Association of Female Youth (Connected with Protestant Church, patriotic part of adult movement)
12. Youth Association of the Methodist Church of Germany (Part of adult movement)
13. Youth Association of the German Baptist Congregations (Part of adult movement)
14. Youth Association of the Evangelical Congregation in Germany (Sectarian; more pietistic than Protestant Church, somewhat like No. 9. Part of adult movement)
15. Lutheran Youth Association (Probably connected with Lutheran Church)
16. New Land Association for the Study of New Land Groups (Part of adult movement. Aim to open "new land" to Christ study, bible and Christian living)
17. Federal Youth Division of the German Associations of Blue-Cross-Leagues of the Evangelical Church (Part of adult movement. Anti-saloon and anti-alcohol association. Adult movement does social work in reeducating addicts. Youth group concerned only with the ideal of abstemious living)
18. Federal Association of the German Advent Youth (Part of adult movement. Sectarian like Latter-Day Saints)
19. Federal Association of Pupils' Bible Groups (High school age; perhaps children also)
20. Star-League (Youth organization like Nos. 9, 14 and 16. Are "stars" because of their Christian virtue and piety)

II. Group of Catholic Associations

Unmarried boys 282,000
Unmarried girls 750,000

Total Membership 1,032,000

1. Pan-German Youth (Patriotic)
2. Youth Division of the Catholic Woman's Association
3. Association of the Catholic Students Clubs of Germany
4. New-Germany Association of Catholic Pupils of High School and Junior College
5. Association of the Catholic Young Men's Clubs of Bavaria
6. Association of the Catholic Youth's and Young Men's Clubs of Germany
7. Association of Catholic Female Youth Clubs of South Germany
8. Central Association of the Catholic Maiden's Clubs of Germany.

To these should be added fifty to seventy-five smaller religious organizations of all faiths. Their membership brings the whole religious groupings up to two and a half million. Religious training is a definite part of their youth programs throughout the year and in their summer camps.

III. Group of Socialistic Associations

600,000, generally with, and sometimes without party affiliations. Political education in socialist party principles definitely form part of the year-round and summer camp programs. Furthermore, 200,000 children between eight and fifteen years have been formed into the Red Falcon Association under the leadership of a Socialist party chief. They maintain summer camps and a definite program of Socialist party education for these children.

1. Association of Free Socialistic Youth (Not party bound)
2. Youth Division of the General German Workers Union League (Part of party organization)
3. Group of Young Members and Friends of the Association of Technical Assistants and Technical Civil Service Employees (Part of adult organization. Comprises lower hospital, laboratory, factory, research-laboratory-workers. Also in America, known as Technicians. Not party bound)
4. Federal Youth Division of the Central—or National League in American usage—of Employees (Part of adult organization. Not party bound)
5. Federal Central Organization of the Youth Groups of the Hiking Association ("Friends of Nature")
6. Association of the Socialistic Workers Youth of Germany (Party bound)

IV. Group of Autonomous Youth Groups

Have retained the original idea of a movement of youth for youth. Exceedingly difficult to give these figures as they interlock with political and religious groups. The "Neutral" Wandervogel, Nature Friends, Free-Youth groups without any party affiliations do not number more than 25,000 members. Here are found some special aims such as Abolition of War (Pacificism), total abstinence, political, economic and social reforms, etc. These associations are directly or indirectly the outgrowth of outdoors, freedom-loving groups and are similar to the pre-war Wandervogel. Here also are included the nature loving, outdoor branches of some church and political organizations.

1. Eagles and Falcons, German Young Hikers (Youthful outdoor and recreation movement with social forms and standards. Youth leadership)
2. Association Artam, Inc.
3. Association of the National Pathfinders, Inc. (Like Boy Scouts. Adult leadership and control)
4. Association of Wander Birds and Pathfinders (mixture of Nos. 1, 2 and 3 but without adult control)
5. Association of German Girl Pathfinders, Inc. (Girl Scouts)
6. Association Ekkehard, Inc. (Probably romantic-mythical ideals and social forms; patriotic)

7. German Academical Guild (Organization of University students of free youth movement tradition)

8. German Free Wander Band (Outdoors, recreation, nature lovers. Their own social forms and standards. Youth leadership)

9. German Pathfinder Association (Outdoor, hiking, woodcraft. Adult leadership and control)

10. German Republican Pathfinder Association (Same as No. 9 but with definite acceptance of Germany's Republican form of government and a democratic ideal of citizenship. Adult leadership, mixed juvenile and adult control)

11. Journeymen in the German National Commercial Clerkship Association (Romantic name for outdoor recreation, hiking, clubs; own social forms and standards but definite nationalistic patriotism as indicated by words "German National," signify affinity to the German-National People's Party—conservative. Not party bound, but adult control with partial youth leadership)

12. The Gousen

13. Hagal Association, Inc.

14. Well of Youth (Catholic abstemious Workers Youth Movement)

15. Young German Guild (Craftsmen guild reviving craftsmanship—ideal, social and citizenship forms of the old guilds)

16. Young-Cross-League (Catholic Youth Movement)

17. Young Storm

18. Young Wander-Birds (Either the younger members in the original Wandervogel-movement-hikers—or a renaissance effort of the old movement)

19. "Comrades," German - Jewish Wanderleague (Hikers. Some of the other nationalistic and present patriotic groups are anti-semitic. Not, though, the original youth movement groups)

20. Catholic Wander-Birds

21. Crusaders Wandering Catholic People's Youth (Catholic proletarian probably)

22. Neroth Wander-Birds

23. Quickborn (Refreshing Well) Catholic Abstemious Youth Movement (Church leadership)

24. Knighthood Bands of Q. O. G. T. (May be pure romanticism, may be aggressive, militaristic nationalism)

25. German Autonomous Boyhood League

26. Free - Wander-Band of the Young Nation (May have progressive and radical political and philosophical ideals)

27. Scharuborst (General of Germany's War of Independence against Napoleon I.) League of German Young Retainers, Inc. (Designation indicates patriotic ideals in militaristic form.)

V. Group of Trade and Professional Associations

Figures for this group also interlock and are difficult of separation. Besides workers' trade unions here are also professional associations.

1. Association of the Business Youth in the German National Commercial Clerkship Association (Part of adult movement. Usual recreation clubs. Nationalistic tendencies; some social work among members; not party bound but close affinity. Serves also insurance, business, protection, and health objects.)

2. Youth Association of the German Trade Guilds (Part of adult organization)

3. Youth Association in the Employees Trade Union League (Covers higher business, commercial and administrative employees, like post-office clerks, bank tellers, accountants, social workers. Usually not executives and managers. Part of adult organization. Serves insurance, business, protection, health and recreation objects. Adult management)

4. Youth Association in the League of Catholic Business Associations of Germany (Part of adult organization. Same objects as Nos. 1 and 3. Catholic version. Adult management)

5. Youth Groups of the National Organization of Christian Trade Unions of Germany (Part of adult organization. Adult management; same objects as Nos. 1, 3 and 4. Only, Protestant anti-socialistic version)

6. Youth Groups of the Association of Catholic Female Business Employees and Administrative Officials of Germany (Same objects as Nos. 1, 3, 4 and 5. Part of adult organization; adult management)

7. Youth Groups of the Association of Female Commercial and Office Employees, Inc. (Same objects as Nos. 1, 3, 4, 5 and 6. Adult organization and management)

8. Youth Headquarters of the General Association of Insurance Bureau Employees (Both private and public. Same objects as Nos. 1, 3, 4, 5, 6 and 7. Adult organization and management)

9. Youth Association of Protestant Working Girls (Probably church affiliation)

10. Catholic Youth Association of Germany's Working Girls

11. Federal Rural Workers Association

12. Federation of Catholic Journeymen's Clubs

13. Child

In the "day rooms" of the shelters the young travelers eat, read, and rest.

Courtesy of "Leisure and Education in Germany"

Workers and Working Youth of the National Association of Catholic Male and Female Workers Clubs of Germany

VI. Group of Associations for Athletics and Gymnastics

Turn-Vereins, teams, gymnastics, athletics, and field and track sports claim 300,000 young men and women and also 200,000 belong to the Soccer Associations, making a total of 500,000 members (excluding some listed in church and other groups). All adult management and part of adult organizations.

1. German Youth Vigor, National Association for Athletics and Gymnastics in Catholic Clubs (Adult management)
2. Oaken Cross, Association for Athletics and Gymnastics in the Protestant Young Men's Clubs ("Strong as the oak and Christian as the Cross")
3. Youth Division of the Association of German Cyclists, Inc. (Adult management)
4. Youth Divisions of the German Gymnasts
5. Youth Divisions of the German Athletics and Sports Association of 1891
6. Youth Divisions of the German Ski-Association
7. Youth Committee of the German Football Association
8. Youth Groups of the German Sports Bureau for Field Athletics
9. Youth Groups of the General German Gymnasts' Association
10. Youth Groups of the German Swimming Association, Inc.
11. Young Concordia, German Cyclists and Motor Cyclists Association, Inc.
12. Youth Divisions of the German Gymnasts' Association in the Federation of German States
13. Youth Groups of the Workers' Gymnastics and Athletics Association, Inc.

VII. Group of Pan-Germanism and Citizenship Associations

Not necessarily affiliated with any party. General political education a factor here.

1. Youth Groups of the League for Germans in Foreign Countries (Pan-Germanistic but not always aggressive or imperialistic. Adult control and management)
2. Young Germany Association (Probably 100 per cent Germans—"for a bigger and better Germany")
3. Young Girls Division of the Queen Louise League, Inc. (Old Prussian ideal of simplicity, service to the country, loyalty to government, dutifulness, Christian life. Patriotism, conservative but not aggressive. Adult control and management)
4. Kyffhauser Youth Asociation of the German National Soldiers' Association ("Kyffhauser"—name refers to saga of old Emperor Barbarosa. Romantic historical patriotism. Adult control and management. Probably aggressive; attitude of might, world mission and preparedness)
5. Sailors' Youth Association in the Association of German Sailors' Clubs, Inc.
6. Federal Council of Colonial Youth Associations

VIII. Group of Political Associations

Definitely connected with existing parties. Adult control. Party political education part of year-round and summer camp programs.

1. Bismarck-Youth of the German National People's Party (Nationalistic-conservative somewhat imperialistic and miliaristic, aggressive)
2. Hindenburg-League, Youth Groups of the German People's Party (Conservative, Republican form of government accepted. Romantic form of imperialistic patriotism)
3. Federal Association of German Windthorst Leagues. (Windthorst was conservative leader at time of Emperor Wilhelm I. and Bismarck. Probably agrarian conservatives)

IX. Miscellaneous Associations

All associations that cannot otherwise be grouped together.

1. Youth Association of the German Association for National Living and Nature-Healing, Inc. (Vegetarians, etc. Adult control)
2. Youth Division of the Salvation Army (Adult management and control)
3. National Association of German Democratic Youth. (Old liberal traditions in democratic ideals of citizenship and government for German Republic)
4. Federation of Jewish Youth Associations of Germany (Adult control and management)
5. Federation of the Youth Associations of the Women's Red Cross Clubs
6. Federation of the Youth Groups of the German Red Cross Workers and Male and Female Red Cross Nurses.

Of the 4,000,000 enrolled members, the figures available to me and set down above account for slightly under 3,000,000. In the main and roughly the membership can be thus divided:

Religious Organizations	2,500,000
Political Organizations	800,000
Sport, Games and Athletics	500,000
Original Wandervogel, Naturfreunde and Similar Organizations	25,000
Miscellaneous Organizations	175,000
Total	4,000,000

Of this huge number 150,000 carry leaders' cards and there are probably 1,500 separate groups, each belonging to the 103 organizations previously listed in the nine like-interest classifications.

The German Youth Hostels (Herbergen)

Cycling, hiking, sightseeing, "wandering"—to use the term the Germans seem to prefer—through the school vacation and holiday seasons, during week-ends and overnight, by individuals and by groups, almost from the beginning brought with it many problems, the most important of which was the lack of suitable sleeping places, shelters for the night. In the early days the wanderer would seek shelter in barns or farmers' homes and in the cities with private families. Sometimes they were allowed to use schoolhouses and army barracks. Aggressive, richer groups in a few instances built or found temporary, makeshift Herbergen for their own members.

Away back, before 1909, a school teacher of Altena, Westphalia, Richard Shirrman by name and himself a group leader, proposed that school houses in general be made available for shelter purposes. Not only did his idea take hold, meeting with instantaneous success, but he went further and organized a one-man national organization, the Federal Association of Shelter Houses for German Youth, which concerned itself with the promotion of this shelter house idea. Today this organization (Reichsverband fur Deutsche Jugendherbergen) is the official agency in charge of this work, and Mr. Shirrman is still its active national head, with a very busy office in Hilchenbach, Westphalia. In town after town and city after city public-spirited citizens, business men,

teachers and local officials, created Herberg Councils whose concern it was to find supervised shelter for the ever increasing youthful visitors. Although the idea spread rapidly the number of these places had not become very large when the war cut it off abruptly. Here follow the figures showing their growth in the twenty-nine Herberg districts of the Reich:

Year	Number of Herbergen	Individual Overnight Accommodations	Groups Registered
1911	17	3,000	No record
1913	83	21,000	No record
1919	300	60,000	No record
1921	1,300	506,000	83
1924	2,000	1,106,000	664
1926	2,147	2,107,000	850
1927	2,195	2,655,000	892
1928	2,177	3,276,000	922
1929	2,184	3,784,000	978
1931 (Estimated)	2,600	4,000,000	1,000

It is interesting to note that in 1928 the number of shelters was reduced because of the active campaign to discontinue old, unprofitable, ramshackle structures. Wandering continued to increase in popularity, but as only the better Herbergen were being patronized some of the less favored ones were being run at great losses to their local committees. In the formative years almost any available buildings, even abandoned stables, were used for shelter purposes, but gradually better, more spacious, more modern accommodations have been created. Today all classes of wandering German youth, boys and girls from the shops, high schools and colleges, sleep in ancient Rhineland castles, in modern club buildings, and in the converted mansions of Germany's ex-nobility. Furthermore, old schools and public buildings, city halls, inns and army barracks, have been remodeled for their use.

Recently, within the last few years, beautiful new club buildings, with the latest appliances for comfort, rest and recreation have been added to the list. These modern Herbergen have reading and writing rooms, dormitory, shower and washing facilities of a high order; day recreation rooms and restaurants, kitchens in which the wanderers do their own cooking and other superbly equipped kitchens with hired cooks making available hot or cold dishes at short notice and at very low costs. Some of these new buildings have playfields nearby or located on their own grounds.

An idea of the size and popularity of the more favored Herbergen can be secured from this list of the eleven most visited places.

Shelter at	Overnight Visitors in 1929	Shelter at	Overnight Visitors in 1929
Munchen	63,000	Dresden	28,000
Hohnstein	56,000	Hamburg	28,000
Koln	42,000	Altenahn	20,000
Koblentz	47,000	Mohnesee	20,000
Heidelberg	30,000	Kassel	20,000
Ostrow	29,000		

Courtesy of "Leisure and Education in Germany"

Singing and playing, onward they press, seeking a new and better order, dreaming of a happier day.

A member of any of the 103 organizations or any unaffiliated individual can use the shelter in any part of Germany subject to district and local rules and providing he makes application to the National Federation in Hilchenbach. Upon application and payment of a yearly fee, the member's card and Herbergen directory are sent immediately. In this application you agree to abide

by the general rules laid down by the National Federation and also to obey any additional regulations that the local Shelter Councils have instituted. Included, among others, are the following:

1. Obedience to all local shelter rules
2. Obedience to the house father, mother or leader
3. No smoking
4. No drinking of alcoholic liquors
5. You agree to help yourself and to leave things clean and tidy. You further agree to have no discussion while on the Herbergen premises of any political or religious subject nor to sing any political or religious song.

Generally the local council adds a few rules which include, among others, going to bed not later than 10 o'clock and arising before 8:30.

At this point it might be worth while to comment upon the behavior of German boys and girls in the Herbergen because to an American visitor it borders on the unbelievable. The rules rarely are broken. Not one of the many different house fathers, mothers and leaders with whom we spoke could remember a single case of disobedience, even one infraction of the rules; and that among thousands of youthful visitors! There is absolutely no smoking or drinking in the 2,600 shelter houses of Germany! No one ever discusses political or religious topics—not within the house grounds. Everyone is in bed by 10 P. M. and up and dressed long before 8:30 (usually 7:30). In spite of the hundreds of bicycles, rucksacks, cameras, walking canes and other valuable belongings that are visible in all the rooms of the shelter houses, nothing has ever been stolen —although the owners often leave their things for hours while they go off sightseeing. It is claimed by the officials in charge of district and national offices and verified by the house fathers, leaders and the Wanderers themselves that rarely is anything taken from dormitory, locker or play rooms. Hundreds of boys and girls in each building, coming and going, registering, repairing their bicycles, reading, writing, singing—through all the daily program from morning wash to sleep time —and never any "rough house," seldom any broken or seriously marred furniture!

Costs

Imagine if you can three hundred boys and girls (sometimes double that number) between the ages of fifteen and twenty-five, going through this indicated program in an open (operating) school building here in one of our American cities and no adult in charge, at least no adult in the building during two-thirds of the day. And then answer the question so often asked in Germany: "Won't the Herbergen movement spread to America?" German Youth, at least the thousands with whom I came in contact, obeys rules—without question, without exception.

The Wanderer pays for his lodging, sheets and whatever food he buys. If he wishes he can cook his own food and pay for the gas he consumes. Costs are generally the same in the different shelter houses and are pretty much as follows: For Membership in the Federal Association of Shelter Houses for Youth—

Wanderers under 20 years old	$ .12 yearly
Wanderers over 20 years old	1.20 yearly
Foreigners	1.52 yearly

School groups with leader—.06 for group and leader must have his own card.
Directory of Shelters—$.30
Sleeping—School children with leader $.06 each per night
Wanderers under 20 years old .06 each per night
Wanderers over 20 years old .12 each per night
Foreigners .24 each per night
Bed Sheets—$.02½ each
Storing Bicycle Overnight—$.06

Gas for cooking is charged for at the rate of $.02½ for ten minutes and blankets are furnished free. Cooked or cold foods, table d'hote or a la carte, are supplied in many of the larger shelter houses at much less than prevailing local German rates. Furthermore, groceries and other raw foods are sold to enable you to do your own cooking.

As for the actual management and control of each shelter house, the local committee has complete jurisdiction. They hire and pay the house father and/or mother and very often supply a trained club leader in addition. Whereas the father or mother is a salaried full or part time employee responsible to the committee for the cleanliness, registration, records, moneys and physical property, the leader is most often a volunteer who gives his time as a labor of love. He (or she) is a young business or professional person, teacher or perhaps a Wandervogel or other group leader. He comes to the shelter house in the evening and helps to organize the very popular group singing, amateur dramatics, discussions and musicals. By 9:45 the evening program is over and at 10 P. M. doors are locked and all is quiet. In those Herbergen where the house fathers are part time workers, coming in the evening after 6 P. M. or on week-ends, and in the majority of larger places the complete daily program is managed by youthful assistants with very small pay or none.

These seventeen to twenty-one year olds register the Wanderer, assign rooms, store their bicycles, distribute blankets and sheets and keep the records.

Although the national association at Hilchenbach assists the local committee in finding suitable leaders and house fathers and sometimes helps finance a local project, its main function is to promote the erection of suitable buildings wherever the need makes itself felt. Through its district offices it helps create these local committees of public-spirited men and women and advises with them on all matters pertaining to the proposed new shelter house.

It was with some degree of disappointment that I found so many Herbergen located within the cities and towns of Germany, many of them in narrow, crowded streets one or two blocks (more or less) from the railroad station. Then, too, large numbers of the youthful Wanderers were cycling from city to city spending their entire vacation time sightseeing in or touring to the very cities from which the early Wanderers endeavored to flee. Many there were who had been away from home three weeks and had "seen the sights" of a string of cities yet who never once had hiked a country road, swum a woodland stream, or climbed a forested hill. "Wandering" to large numbers of boys and girls was just a convenient and cheap way of seeing the sights in Berlin, Hanover, Hamburg and other cities.

But not all the shelter houses are so located and not all the Wanderers so minded. It seems to be the consensus of informed opinion that altogether too few shelter houses are located in or near the natural beauty spots of Germany and that too many Wanderers are sightseeing only in the towns. If the German Youth Movement started out to promote the outdoor urge, if it really is a "philosophy of natural life," much remains to be done to convince the boys and girls that it is not dangerous to sleep with the windows open, that night air does not harm the sleeper. It was an ever recurring surprise to have to argue the merits of open windows in large sleeping dormitories with twenty or thirty fellow sleepers. Of course, this may or may not be a general symptom and means little, but discussion of this and other similar items almost convinced me that German youth was far from being outdoors-minded. As for backpack hiking and overnight, outdoors camping, sleeping under canvas and cooking outdoors, back into the quiet woods places and away from cities—there is far less of that in the German Youth Movement than one would expect to find. In the main the Wanderers are cyclists rather than hikers and the Herbergen in general have militated against any appreciable amount of camping out.

Courtesy of "Leisure and Education in Germany"

Even windmills are made to serve as overnight shelters for the young.

The Movement has other values, other attractions which have caused it not only to reach into every corner of the Fatherland but also to spread to nearly every country in Europe. From the Free State of Danzig with only four hostels to Denmark with nearly one hundred, every European country except France, Spain and Russia, already has its youth hostels associations and boasts shelter houses and groups similar to those in Germany. Norway, Sweden, Finland are all promoting the Youth Movement idea, some

(*Continued on page* 589)

Recreation in Montreal

Courtesy Vancouver Park System

The parks of Canada offer unlimited opportunity for the enjoyment of boating, fishing and sports of all kinds.

By W. E. Findlay

President, Parks and Playgrounds Association

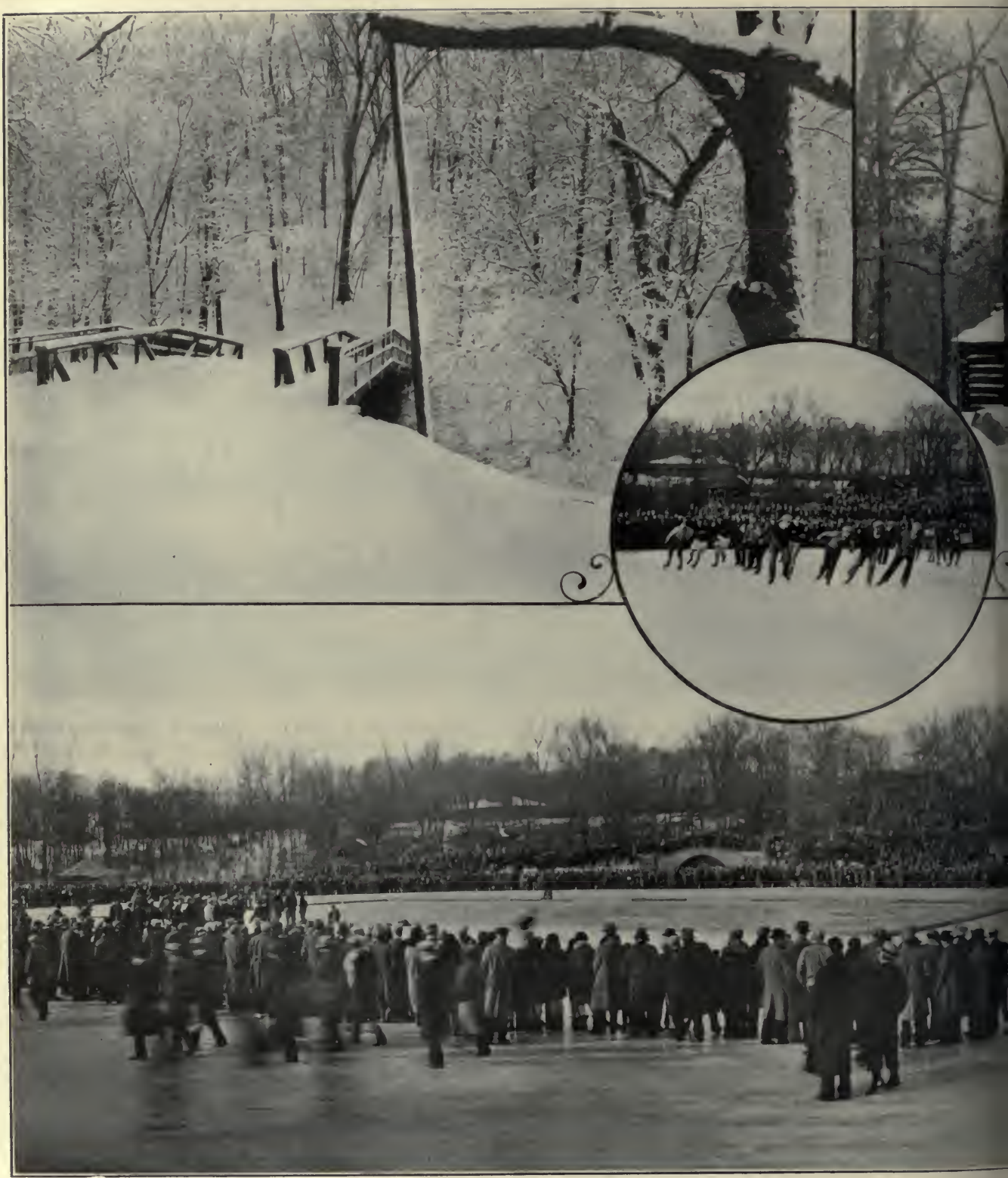
Where a city department and a private organization unite to promote the recreation program.

IN Montreal we have a recreation department controlled and financed by civic authorities. In addition, we have a Parks and Playgrounds Association. The Department of Public Recreation was inaugurated in 1917, and during the first few years there was not a great deal of activity; in the past two years wonderful progress has been made. We now have what are known as neighborhood playgrounds to a number of thirty-five. We also have a number of larger play fields and public parks that provide facilities for the older boys and girls and for young men and young women. The department, in addition, has eighteen baths in charge of supervisors each of whom has a qualified certificate from the Royal Lifesaving Society. More baths are now under construction. There are thirty-four men and sixteen women employees at the baths, and the city also has twelve instructors employed the year round to teach gymnastics.

During the past year the city has opened fifteen new playgrounds employing eighty men and eight women. In the winter time there are ninety supervised skating rinks. Folk dancing and gymnastics are taught, and on the larger grounds facilities are provided for baseball, volley ball, soft ball, football and basketball.

The cost to the city of operating the playgrounds was $169,672 for the year of 1930. The whole trend in our city council and in the executive committee of Montreal is for increasing the facilities for play among young children, particularly in the provision of neighborhood playgrounds. It is now realized that while there is

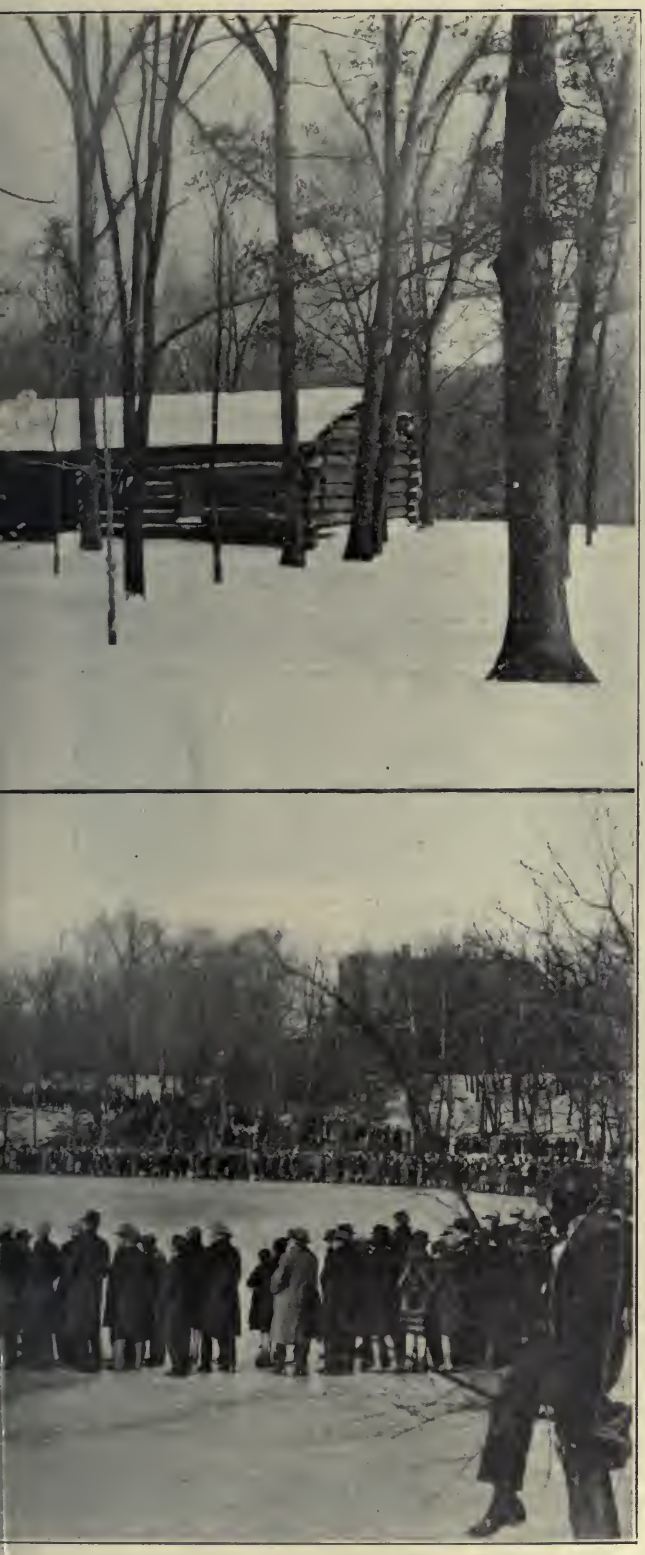
(*Continued on page* 591)



Courtesy Board of Park Commissioners, Peoria, Illinois

AT just this time the many park and recreation executives are beginning to wonder whether the "weather man" is going to smile upon a winter sports program this year. "Are we going to have any snow this winter?" "Will it be cold enough for skating?" These are a few of the questions which both officials and those eager to participate in winter sports are asking.

Ample provision has been made by the Peoria, Illinc Board of Park Commissioners for lovers of winter spor In Bradley Park, ski jumps and toboggan slides have be constructed, while Glen Oak Park, as the photogra shows, is a notable winter sports center. Last winter w



not as favorable for such sports as some other years have been, but the Park Commissioners are hoping this winter to hold an Ice carnival at Glen Oak Park, and with this in mind they are increasing the facilities for winter fun. For winter sports represent one of the most popular items of the park program, and never fail to attract many people.

At America's Playland

UP where the mountains meet the sky, and the deep, white snows of winter say to young and old, "Come up and play!" Lake Placid, long crowned winter-sports capital of America, will be host to the world when this Adirondack village stages the III Olympic Winter Games, February 4-13, 1932.

Speed skaters from Finland, mighty atom of the athletic world—world-famous ski jumpers from the far-off Land of the Midnight Sun—a Polish hockey team—graceful figure skaters from Old World capitals—dare-devil bob sledders from Germany and the Argentine—teams of huskies, sled dogs from the snowy wastes of Canada—and a group of tam-o'-shantered curlers from Bonnie Scotland—these are only a few of the athletes of winter who will display their prowess under the Olympic egis in Lake Placid.

About twenty-five nations, it is expected, will take part in the Olympic Winter Games of 1932 at Lake Placid. These nations will be represented by several hundred athletes who will compete in the major Olympic winter sports: Speed skating, figure skating, skiing, bob sledding and hockey, and two Olympic demonstrations, curling and sled dog racing.

The Facilities

All speed skating events will be contested on the new Olympic stadium track. Completed last winter at a total cost of $125,000, the stadium affords one of the finest layouts for outdoor ice sports to be found anywhere in the world. It contains a standard 400-meter track, hockey boxes, and seating accommodations for 5,000 spectators. Standing room for approximately 1,000 more is also provided. In addition to the speed skating, the stadium will be the scene of the opening and closing ceremonies of the Games and the start and finish of the 18-kilometer and 50-kilometer ski races and the sled dog competitions.

The Olympic Arena of brick and concrete construction, which is now being erected, will seat 3,000 spectators. It is 238′ long x 143′ wide. The Arena will be the scene of the figure skating and curling competitions and of a number of the hockey games.

Everything has been planned for the comfort and convenience of all who visit Lake Placid to see these classic contests or take part in them.

Recreation Executives

Discuss Policies, Plans and Problems

A digest of the meetings of recreation executives at the Toronto Congress.

Photo by Michigan Department of Conservation

Much time was given to discussing out-of-door activities in park areas and similar centers.

UNDER the title "What successful methods are now being used to unify the efforts of all agencies who are promoting or sponsoring a recreation program to prevent duplication of effort and outlay of funds," the superintendents of recreation made cooperation their first subject of discussion. W. C. Batchelor, superintendent of recreation in Pittsburgh, opening the discussion, said that local conditions must color the problem. In a small community unification may be the answer. In large cities, with years of tradition behind them, unification is not the answer, but in the main coordination, diplomacy, diplomatic relations. The success of any cooperative arrangement depends upon the personnel.

Superintendents of municipal recreation must know what is being done by all agencies. Pittsburgh has a boys' club council in which all agencies doing boys' work are represented. The superintendent of recreation is closely in touch with this. There is also a girls' conference with which the supervisor of girls' activities keeps in contact. There are various organizations coordinating sports. Representatives from the Bureau of Recreation serve on committees of such groups and the Bureau issues permits for the use of athletic facilities. Similarly, a municipal recreation department must be in touch with industries, churches and other local groups.

Following the usual custom of the Recreation Congress, a meeting was held for recreation executives on the opening day of the Congress, October 5th. The morning meeting, consisting of two sessions, was devoted to a discussion of subjects of general interest to all executives. In the afternoon the executives divided into two groups, those representing cities over 50,000 in population and those from communities of less than 50,000, and in these two meetings problems of definite interest to each group were considered.

Briefly—cooperation is largely a matter of local conditions involving for the most part the unification as far as possible of public departments, and diplomatic relationships with other agencies.

C. L. Glenn, Director, Division of Physical Education and Athletics, Los Angeles Board of Education, chairman of the session, reported writing one hun-

dred cities to learn how they were handling the problem. He found a trend toward coordination, which, he said, is really cooperation.

Sibyl Baker, Supervisor of Playgrounds in Washington, D. C., raised the question whether it would be possible in a city such as Washington, where the governmental departments are chiefly federal, to coordinate the programs of the three public agencies operating there, each of which is so established in its own prerogatives. Many believe cooperation would bring a stronger program. Each existing program is rich but something is lost in between. An advisory council has been appointed and it is hoped a plan may be evolved which will better unify the system.

Elizabeth K. Peeples, Director of the Community Center Department in Washington, urged a closer coordination between recreational and educational agencies, feeling that the willingness of boards of education to cooperation and their appreciation of recreation were not always recognized.

Indoor recreation and adult activities were subjects of discussion.

Courtesy Radburn, N. J., Association

The question of who is to accept responsibility for the task of coordination was brought up. It was felt that the recreation executive has a large responsibility in seeing that the task was done, though he may not be the one to do it himself. "Personal contacts and friendly relationships often do the trick," said Mr. Batchelor, "where logic fails." The warning was sounded, however, that there should be an official board to maintain the relationships in case there should be a change of personnel.

The method of indirection is often valuable. A council of agencies brought about by the superintendent of recreation, though that fact may not be known, meeting regularly at luncheons; or a series of meetings of character-building agencies —all are helpful. It all depends on the leader who is guiding the program.

If a plan of coordination is successful it will be because all of the agencies have a part. Ideals and objectives must be kept in mind and selfish interests not allowed to interfere.

Adult Recreation

"WHAT should be done to improve our adult recreation program?" was discussed by W. Duncan Russell, General Director, Community Service of Boston, Inc., under three heads: (1) organization for an improved program; (2) activity necessary to an improved program; (3) the financing of such a program.

It is only when the most convincing arguments are presented that the public will support an improved recreation program for adults. Radio, newspapers, questionnaires and speaking campaigns among local organizations are some of the means used.

Having gained public support, the next step is to see that the organization of the program is entrusted to the proper department. Who is to assume responsibility? The answer is not easy. "Is it your tendency," Mr. Russell asked, "to be prejudiced in favor of the department you represent or have you real convictions as to what department is most competent?"

Then comes the task of securing the extensive participation on the part of adults which is absolutely essential to the improvement of the program. Here a number of questions arise. Is it essential that adults shall share in the formation of the program? What is the experience of recreation executives with neighborhood program communities? How far may they be safely per-

mitted to go? Are there any alternatives to such committees in interesting the community in the program? Are activity questionnaires practical?

There are two groups to be considered in any discussion of adult activities. In one group are the adults who have not passed the age of strenuous activity—eighteen to thirty or thirty-five; in the second are adults above that age. The first group presents no great problem as to a program which will assure extensive participation. One question, however, may arise; that is, the best system of organized athletics for young men which will assure that all sports in their respective seasons get maximum participation and facilities for these sports, the most equitable distribution possible. For the first time in history Boston is using all available baseball diamonds and basketball courts to maximum capacity, and the secret has been the assumption of complete control of all registration, schedules, permits, regulations and officiating by the Boston Park Department. Is it possible to improve adult programs for this group to the extent of maximum participation without adopting such a system?

What Can Be Done for Older Adults?

THE second group—the older adults—present the most acute problem. There is plenty of testimony as to the benefit of neighborhood dramatic clubs, hiking clubs and handicraft. But without discounting the benefits of these specialized activities, are there any activities for this older group which are comparable, in their power to attract, to the athletic organizations possible among the younger adults? A study of a neighborhood may show, for example, that there are 10,000 adults of this second class. Are there recreation directors who can testify that their programs of activities for this age attracts more than one-tenth of their total number? In this critical time one-tenth is not enough. Boston has succumbed to the spectator type of recreation for this group. The thousands of dollars which have been spent on concrete bleachers for park department playgrounds may not meet the problem in the way we would like to see it met, but it is at least an attempt. "What have you done," asked Mr. Russell, "to encourage this adult group to do more on public playgrounds than to watch others play? What have you in your centers for men which is comparable to mothers' clubs for women? This group is of vital importance and yet we have failed to meet their recreational needs."

As for problems of finance, to what extent can participants be charged with the cost? "These charges will not pay for the opening up of new centers; from what sources should the money come? Is one reason why there is such a small percentage of older adults in the program due to the fact that they are being charged for recreation? This presents an interesting problem particularly at a time when so many of the adult population are without funds for recreation."

The discussion following centered largely about the financing of activities with the usual division of opinion. Some felt adults are paying for their recreation through taxation and ought not to be asked to pay again; others felt adults should pay and where facilities for games are expensive, requiring much space, it is reasonable to make a charge. One executive pointed out the necessity for making concessions at times. If the budget has been drastically cut and it is possible to maintain the program by making a few charges, it is not justifiable to ask adults to pay for leadership?

Activities for Girls and Women

HOW to increase attendance at activities for girls and women was the final subject discussed in the first session of the morning's meeting. Right leadership—attractive places—a good program were the solutions offered by Dorothea Nelson, Superintendent of Recreation in Louisville.

Younger girls, Miss Nelson said, are most attracted by leaders who are vivacious and young. The type of organization does not make so much difference, but classification on a neighborhood basis is better than organization by industries. Young girls must be given opportunity to meet boys under wholesome circumstances and their activities must be thoroughly up-to-date. On the athletic side there is too much discussion of basketball as though it were the chief athletic problem. In organized basketball it is advisable, of course, to start playing girls' rules but inadvisable, Miss Nelson believes, to exclude girls who have always played boys' rules; let the change come gradually. The employed group is a good unit with which to start.

With older women the leadership must be different. The leader must be of such a type that she can become one of the group. Progress cannot be so intensive as in the younger group.

Josephine Blackstock, Director of the Playground Board of Oak Park, Illinois, told how, through a plan of cooperation with the Women's

Club, it was possible to secure the participation of 1,000 employed girls in a program of recreation. Postals were sent out telling of the many recreational activities which a membership of $5.00 would bring.

Handcraft is a valuable activity for girls and women. In Westchester County, New York, organized handcraft classes are maintained from October to May, all free except for the material used. The first problem was to find out what the women wanted. Basketry attracted most of them; sewing drew foreign born women. Then came weaving, metal work and other forms of handcraft. The handcraft program must be diversified just as the entire program for girls and women must be varied without overemphasis on athletics.

Courtesy Chicago Board of Education

Winter sports—always a fascinating topic to recreation workers.

It was thought that beauty in play centers, especially in poorer sections of cities, had an influence in attracting women. In the development of one large tract in Glens Falls, New York, the working men were organized to beautify the playground, while the women did their part in serving suppers. The people of the entire neighborhood now go there with their children and they enjoy it because it is beautiful. Ruth Sherburne, Superintendent of Recreation at Glens Falls further pointed out the importance, in a program of activities for women and girls, of using the trained leadership available through other agencies. Miss Sherburne is organizing units in handcraft, home nursing and home beautification, and the State Extension Department is loaning workers.

Educational Value of Recreation

HOW to make the recreation program of greater educational value was the first subject discussed in the second morning session.

It is important to realize, Dr. Burdick, Director of the Playground Athletic League pointed out, that education is carried on everywhere. Every agency has a definite part in the education of children—in his adaptability to life. The responsibility of the recreation worker in this educational process is a vital one. His task extends to home play, and there should be a more definite relationship to the leadership of parents in their relation to the child's play activities and the use of his leisure time. A new philosophy is needed here. There is a great educational field for recreation workers in advising with mothers in mothers' clubs and in cooperation with other agencies interested in children. The recreation department may act as a laboratory for child study groups.

There is educational work to be done with the churches, many of which are going to great expense in the erection of buildings in neighborhoods already served by a park or recreation department. There is no necessity, Dr. Burdick believes, for churches to put plants where other recreation buildings exist. It is important, however, that churches maintain leadership. They might well put equipment for children in their basements until the city can provide playgrounds in a half mile radius.

Of great importance is the relationship of the recreation movement to schools. How can recreation help *education,* not *instruction?* It is recognized that there is need in the school organization of groups to conduct interschool and extraschool activities. Recreation departments though they should take the position, in Dr. Burdick's opinion, that they have nothing to do with schools only after school hours, may well conduct after-school activities for the schools on school playgrounds, at evening recreation centers, and Saturdays and Sundays at athletic fields. In Baltimore any one asking for the use of school facilities must apply to the Playground Athletic League which has found the plan successful of conducting playgrounds after school, sometimes using teachers. The League also conducts vacation playgrounds—a service for which it is paid by the school board.

The handling of athletic fields on Saturdays and Sundays by the recreation department is important. In Baltimore baseball clubs pay $3.00 for the use of the grounds to cover custodial care and umpires' fees.

Another function of the recreation department in relation to education is the stimulation of school plants to use their facilities in new ways for the good of the public. Occasionally, too, recreation departments may aid schools which cannot provide physical education, making this training of an informal type.

Dr. Burdick felt that now when financing is so

difficult it is necessary to set up general principles and then make adaptations. "Business men," he said, "must understand what ground each agency is covering and sharp distinctions must be made. This is particularly true where schools are concerned, for educational authorities as a rule have made no great progress in their attitude toward the recreation movement."

An interesting comment on the Congress comes in a letter from Berta Hamilton, Department of Social Science, University of Toronto, whose students attended the meetings.

"The students were impressed with the expressions on the faces of the delegates, feeling that at least at this conference people seemed to be happy and jolly, whereas at many conferences they look depressed and heavy. Some felt there was too great a tendency to standardize play and recreation and this went against all their feelings because they argue that play is something absolutely spontaneous and, as one person expressed it, 'to lie on a rock with your face to the sun is play to some people.' Another said that surely the time when a little boy can go out with a fishing rod and fish in a stream is not yet gone. However, even those students recognize that with the modern town thought must be given to this question of leisure. On that everyone was agreed. It was only on the turn the thought might tend to take about which people disagree."

Administration Problems

GEORGE HJELTE, Superintendent of Recreation, Westchester County, New York, stated he was not in agreement with Dr. Burdick's suggestion that recreation departments refrain from having anything to do with school buildings during school hours. The recreation movement has not reached the stage where it can say under what particular auspices the recreation program is to be operated. Local conditions must determine whether it shall be the school board or a new independent organization.

"In my capacity as Superintendent of Recreation for Westchester County," Mr. Hjelte said, "I am frequently called into consultation with municipal and public school officials as to the organization which should be set up to make greatest use of the recreational resources, in facilities as well as leadership, to best provide for community recreation. Recently on such a call I advised that the public school organization assume complete responsibility for the administration of recreation in the community of which it was a part. This advice was given for several reasons. In the first place there was no other agency, either park or recreation department, to which the responsibility could be assigned. Secondly, the school department had land and structures under its control which, according to present standards, were sufficient to care for a well rounded program of community recreation. Thirdly, the Board of Education, the Superintendent of Schools, heads of departments and teachers were very progressive in their attitude toward recreation and the function of the public school, and it seemed that a finer and more extensive program of recreation could be worked out under the auspices of the Board of Education than seemed possible in any other way.

"Several days later I consulted with the officials of another community where different advice was given. Here it was recommended that a public recreation commission be set up to organize recreation, utilizing such inadequate facilities as the public schools had as well as other facilities which were available. This advice was given for several reasons. In the first place, the public schools had very inadequate grounds and buildings which did not lend themselves to community activities. In fact, they are inadequate for the present school program. Secondly, the Board of Education, the Superintendent of Schools and the school teachers do not accept 'complete preparation for citizenship' as the prime objective of public education and seem to be content to limit the school endeavors to the traditional subjects and activities with slight reference to the part which these activities may play in the community life. Thirdly, the assessable wealth of the district is not great and the school system is suffering continually for the want of sufficient resources to carry on a limited school program.

"Two other examples occur to me which illustrate the point. In one city in Westchester County for several years the public schools have undertaken to provide all recreational service required by the community, making unnecessary the setting up of any other public recreation agency. The community in which this school department is located is as well served recreationally as any other in the county. The customary services of providing playgrounds and indoor facilities, organizing groups in a varied program of activities and promoting desirable forms of recreation are provided through the schools. Certainly it would be foolhardy to set up another agency here. Another public school department in the county undertook the same obligation with reference to recreation some years ago but made a bad job of it. The

community in which this school department operates is poorly served at present and it is evident to many who have observed the situation that greater progress could be made if a recreation commission or department were set up to organize the recreational life.

"I cite these four examples in order to show that what works in one community does not work in another. Many other examples could be given. It is my opinion that we are a long way from being able to prescribe a standard form of organization of recreation for American cities and villages. The form of organization that is best adapted depends so much upon the progress already made in several departments of public work, the political organization of the community, the attitudes of public officials and employees, the popular concept of the function of public schools and of other departments of government, the financial situation; in fact, so many things as to seem to make it unwise to prescribe any set form of administration at this time. Until more experience is had and recreation as a public job is more generally understood and accepted, expediency should determine the form of organization.

"Our difficulty arises from trying to fit something which is different in each community into a set form. You cannot standardize the manner of managing something which, every place you encounter it, is different than it is elsewhere and hence is itself unstandardized."

Improving Leadership Standards

THE discussion of the subject, "What can recreation systems do to improve the standards of recreation leaders?" was opened by Floyd A. Rowe, Board of Education, Cleveland, Ohio.

The first essential is necessarily to make as good a choice as possible of new leaders. No one can measure intent interest or personality, and so some other basis must be worked out for the solution of new workers. The Board of Education of Cleveland has set up a definite score in selecting its recreation workers and does not rely on personal interviews. The plan followed has been successful in Cleveland; it might not be, Mr. Rowe stated, in other cities.

The rating scheme used gives certain grades or weights for specific accomplishments. A score of one hundred is possible but not probable.

Six items are included. The first is based upon Terman's group test in mental ability, grades 9-12. There is a rather rigid adherence in the rule of employing no one with a raw score of less than 150 in this test. It has been found that persons scoring above 200 are not apt to be good workers.

The next item is that of the training class held for workers, carrying with it two semester hour credits. Then comes age. An interesting finding here is that the average age of the most successful men workers is two years above the average age of the most successful women—twenty-five and twenty-three respectively. Mr. Rowe stated it is his experience that it does not pay to employ people over twenty-five who have not had experience.

The fourth item is that of athletic participation, where credit is given for the number of different teams upon which the individual has actually competed.

The last two items, educational requirements and experience, are self-explanatory. Cleveland's experience has shown that people who have had some experience are more likely to succeed than those who have had none, and that applicants who have had two years of educational opportunity beyond high school are more likely to be success-

During the past year Washington maintained 8 year-round playgrounds for colored children and 12 school grounds.

Courtesy Department of Playgrounds, Washington, D. C.

ful than those who have not gone so far. Leaders taking courses in physical education in colleges, it was found, do not have greater chance for success than those who have had no such opportunity.

Mr. Rowe stressed particularly the importance of intelligence tests on the basis that it does not pay to take people whose intelligence is above or below a certain point. On this question there was considerable difference of opinion on the part of those contributing to the discussion, one worker stating that in many such tests learning is often confused with intelligence. Some questioned the advisability of ruling out workers of high intelligence. Mr. Rowe's response was that people of high intelligence soon exhaust the possibilities of their job and so lose out.

Courtesy Bureau of Recreation, Chicago Board of Education

Seasonal activities in the program—ever a matter of interest.

On the question of improving the standards of workers already in service someone suggested that the receration movement could well profit by the experience of education in sending teachers out for further study at stated intervals.

Recreation and Unemployment

THE question of what a recreation department can do to aid the unemployed in the wise use of their leisure was one which was of keen interest to the superintendents of recreation in their meetings, as it was to the general Congress.

Charles H. English, Executive Secretary of the Philadelphia Playgrounds Association, told of the recreation program which the association has been conducting for 12,000 homeless men in the Philadelphia shelter. Mr. English outlined the mental attitudes of the unemployed man who is at first not willing to talk about his troubles. He has lost his self-respect and has become exceedingly sensitive. The first problem is to win his cooperation and confidence. In general, the homeless, unemployed man goes, through three stages. He loses his job and works hard in an honest attempt to find another. Toward the end of this first period there is a decline and an antisocial reaction. The surprising thing is that more men have not gone to the low point of vicious attitude but have rebounded, and there is a slight trend upward. Having tried with no success in finding work, they pass into the tragic cycle of indifference—not caring what happens. It is then that they come to the shelter willing to accept anything that means food and shelter. Many of these men were well educated—professional men—men who have been decent citizens. How to restore their self-respect was the problem.

The Playgrounds Association put in charge of the floor placed at its disposal for recreation a retired major with a top sergeant as his assistant. These men knew how to handle men, but they also knew how to soften the rigidity of army training. They developed sixty aides. By consulting registration cards it was possible to learn of special training which the men had had. Two librarians were found to take charge of the thousand books sent by the public library. Other men were assigned to work which they knew how to do, and their self-respect began to come back.

In addition to books, games of the quiet type were included—checkers, cards, puzzles. Gymnastic equipment was installed, and training quarters for boxing were opened. The State chairman of the boxing commission agreed to run the bouts.

Then the men were induced to entertain one another, and much latent talent was unearthed. A Negro minstrel show was developed which proved a great morale builder. Music provided a cohesive force. Home talent affairs became the most popular item of the program. On one night of the week outside talent was brought in, while Saturday night with its "heavy entertainment program," was voted the best of all. This year talks will be given on Sunday.

The responsibility of the recreation worker Mr. English stated to be to prevent disturbing elements from taking advantage of men who have had heartrending experiences and to help rebuild spirit and physique; to take men who have been good citizens and energize them to take their proper place in society.

Note: Additional information given by Mr. English and the chart showing the mental stages through which the unemployed go will be found in the December, 1931, RECREATION under the title "Recreation in the Unemployment Relief Program."

Lowering Recreation Costs

HOW to increase recreation service at lower cost was the first subject discussed at the two sessions for communities of over 50,000 population.

Arthur E. Genter of Pontiac, Michigan, offered three suggestions: (1) that the recreation opportunities and facilities of all agencies be utilized to the fullest, thereby preventing overlapping of services; (2) that volunteer leaders be secured to help with the program; (3) that welfare relief labor be utilized in improving recreation areas and facilities.

Mr. Genter told how a baseball association was organized in Pontiac comprising the managers and players of the teams in the senior league. Through the cooperation of this association it was possible to finance two teams at the cost of one team during the previous year and to raise a fund which made possible a twenty team junior baseball league. Members of the association served as umpires and scorers at junior league games and also provided bats, balls and other equipment for the younger players.

Among the people employed by the city as relief labor it is possible to find athletes, musicians and others who are especially trained and who can give service to the recreation department. In one city, by the careful selection of people assigned to paint a municipal bathhouse, one or two expert painters were secured for the job. They not only gave fine service during the hours in which they were paid by the city but they also contributed time for the painting of other facilities of the department.

One delegate suggested that the service of the department can be increased by adding to and enriching the program of activities. In line with this was another comment that it is time to increase the use of existing facilities and the participation in existing activities, thereby showing a lower unit cost which helps in securing additional appropriations. The past year has shown reduced cost in many of our cities.

This year the Emergency Work Bureau of New York City is faced with the necessity of creating jobs for workers of the "white collar" class, and is providing work on the basis of five days a week for stenographers, nurses, librarians, and for all who have any qualifications for leadership in the recreation field. These potential recreation workers are being fitted into positions which are created in the city playground systems of the four boroughs, and, through the Neighborhood Workers' Association, in settlements, church houses, and various social and civic organizations in which leaders can be utilized in music, drama, and arts and crafts.

By December the first, 260 individuals had been placed, the majority of them on city playgrounds. Others are being rapidly added. A training course has been organized for those needing further training in recreational activities. Those qualifying may take civil service examinations in the spring for permanent positions on municipal play centers.

The Juvenile Delinquent

"WHAT is the best way for a municipal recreation department to work with a group of juvenile delinquents? What can play activities do for the unadjusted child? How far is it advisable for recreation workers to attempt to do case work with special boys and girls or older people?"

Mrs. P. H. Valentine, Smith Memorial Playgrounds, Philadelphia, discussing this subject, emphasized the fact that the recreation worker should not deal with juvenile delinquents as such nor exclude them from the playground. To exclude them does not help to solve the problem but creates additional problems since the children will make more trouble in the neighborhood. Temporary expulsion may be advisable under certain cases but not permanent expulsion.

The importance of utilizing the gang or group was emphasized, also the necessity of securing cooperation from other agencies such as the Juvenile Court and the city psychiatrist. In order to solve the problem of the delinquent child, it is necessary to evaluate the individual's social qualities and find where the trouble lies. It is difficult to judge a child only by his conduct on the playground, and much can be secured by making a case work study of conditions in the home and neighborhood which affect the child's conduct. The playground director should spend part of his time in visiting the homes. Such service brings worth while results just as visiting teachers from the schools have helped bring about better conditions in the schools. Individual contacts with children are perhaps more important than the teaching of game techniques.

The Unadjusted Child

THE playground is a good place for studying the reactions of the unadjusted child. A case was cited of a child who was inferior to a younger and highly intelligent brother. The older child was continually making trouble on the playground, and this was finally traced to an inferiority com-

plex. The older child was given an opportunity to try out the various activities at the Children's Village and he enjoyed most being a policeman where he would have an opportunity to show his authority and qualities of leadership. After being made a policeman he grew to be a very responsible child.

A number of executives took part in the discussion following Mrs. Valentine's paper. Reference was made to the situation in Oak Park, Illinois, where the Institute of Juvenile Research often send problem children to the playgrounds and suggests activities in which they can best participate. These are generally handicraft, dramatics and folk dances. These special children do tend to disrupt activities and are sometimes difficult to manage. Results are worth while, however, and have been found most effective in dramatic activities.

Albert B. Hines, director of the Madison Square Boys Club of New York City, expressed the opinion that the playground offers a splendid opportunity to do work with delinquents and that the best way of treating them is to let them come into the playgrounds as "regular" boys. In his Boys Club the average delinquent fits in without difficulty except for psychiatric cases.

Dr. William Burdick mentioned the fact that there was tremendous need for recreation in the institutions for juvenile delinquents and it was often very difficult to persuade the boards or managers of these institutions to see the importance of providing play activities. Sometimes a demonstration is effective. A play period conducted in an institution for delinquent girls was a revelation to the officials in charge and changed their attitude.

The director at the National Training School for Boys in Washington, D. C., believes in recreation and has secured the cooperation of municipal officials in building a play program. The Department of Playgrounds was asked if it could not use some of the boys, and as a result a number of these boys have helped in the Department storehouse, in remodeling equipment and in various other types of service.

E. F. Morgan, of Ottawa, Canada, urged greater cooperation between recreation and court officials. Several boys sent to the playground by the juvenile courts of Ottawa have turned out well. Juvenile boys must be led and not driven; they must be watched and given exceptional things to do involving responsibility. It is time that we passed the stage of sending boys to institutions.

Mention was made of the situation in Bloomfield, New Jersey, where the recreation executive serves as parole officer with splendid results. Gerard M. Phelan, of Kenosha, Wisconsin, pointed out that the conduct of boys is largely controlled by the ideal of a group or gang. A study of boys' groups in Kenosha showed that only about one-third of them were delinquents. Recreation programs have been provided for a large number of these gangs and many delinquent tendencies have been thwarted.

When the Budget Is Cut

DISCUSSING the question, "If the budget is cut, what activities should be cut?" Ernst Hermann, of West Newton, Mass., suggested that if the proposed cut were to be a small one, from 3 to 10 per cent., for example, it might be possible to slice each item of the budget proportionately, particularly if the budget were well balanced. Naturally the best procedure to be followed in the case of a budget cut would vary from one city to another, but the following comments were offered for discussion:

Overhead expenses should be checked carefully. Too many cities are spending time and money in studying projects which can better be done by others or which have already been done by national or other organizations.

Improvements can be made in the care and maintenance methods in most cities. Motorization of grass cutting, for example, materially reduces the cost of maintaining lawns where the size of the area warrants. In Newton the cost of maintaining nine acres of ice was formerly five thousand dollars, whereas now with motorized ice-maintaining equipment several times this acreage is kept in good condition.

It is sometimes possible to postpone painting or other maintaining expenditures for another year although necessary repairs should never be neglected. It is very important that playing fields and other game areas should be kept in good condition and not allowed to deteriorate.

As for personnel and leadership, it is important not to reduce the amount of leadership in adult activities since fathers and mothers should be encouraged to play. Parents who take part in the recreation program are more likely to play with their children. It may be possible, however, to reduce the number of play leaders in children's activities by finding and developing leadership among the children themselves. The socializing of play programs and projects on the playground will make them of greater value to the children

than if too much and too constant leadership is provided.

New equipment and construction can often be postponed for another year or two, and in the case of some repairs, temporary construction may be used instead of providing new equipment. Mr. Hermann believes that too much money is spent in creating artificial environments for playing. Indoor swimming pools, he believes, are not only unnecessary but are for the most part undesirable since swimming should be a seasonal activity. He holds a similar conviction about indoor artificial ice skating rinks.

The budget item for new land should under no circumstances be cut. It is important that land be acquired while it is still available. In the City of Newton the importance of acquiring land has been emphasized so strongly that in spite of the present economic situation increased amounts are being allowed for recreation land purposes. Commenting on Mr. Hermann's remarks, Mrs. Valentine of Philadelphia pointed out the satisfaction which sometimes comes from the cutting of the appropriation for equipment. This results in the development of resourcefulness and imagination on the part of the children in devising their own play activities.

Lincoln E. Rowley, of East Orange, New Jersey, put the question as to whether recreation departments and executives should offer to have their budgets cut in view of the present economic depression. The majority of workers felt that this step should not be taken but that they should be prepared to indicate where a cut could best be made in case it should become necessary to reduce the budget.

It was reported that in Yonkers, New York, the band concert funds were cut in half last year in order to provide money to surface several playgrounds. Not only were the play areas improved but also a number of men were provided with employment.

A number of workers believe the present situation is providing unusual opportunities for securing needed improvements and equipment on their play areas.

Bases of Relationships

"THE best possible" is the answer to the question. What is a desirable basis of relationship and cooperation between a park department and a municipal recreation department, said C. E. Brewer, Commissioner of Recreation in Detroit, Michigan, in opening this discussion. "Ninety-nine per cent of park property is for the recreational use of the people. Since taxpayers support parks it is only when their use is developed to the maximum that taxpayers get their value for the money spent. Whether or not parks, as such, and park recreation areas should be administered by separate organizations is still a question. Certainly a well trained park executive with a recreational viewpoint could do it well enough but a recreation department, as a separate body, can usually administer recreation facilities better than can the average park executive without a recreational point of view. The greatest source of disagreement between park and recreation executives is the question of reserving space for beautification. In Detroit the park superintendent was persuaded to put in recreation supplies and to develop a third of a certain park area for recreation purposes. In this way we proved that this area was not only used but that the remaining two-thirds was saved for beautification purposes with greater economy for every-

Courtesy Los Angeles Playground and Recreation Department

Camping, it was agreed, is one of the most desirable activities for girls.

one concerned. In this same city, the Park Department improves old properties, purchases new ones, and builds physical facilities for recreation purposes. Legally they would have the right to bill the Recreation Department for these services with the result that the recreation budget would be seriously strained. It can readily be seen that a situation such as this is only possible through the greatest cooperation and that therefore the answer to this question of relationships must necessarily be "the best possible."

Prestige for Recreation

THE question of what can be done to gain prestige for recreation equivalent to that for education was discussed by George Hjelte, Superintendent of Recreation, Westchester County, New York, Recreation Commission, who outlined a number of reasons why education in the past has enjoyed a much greater prestige than recreation. "Education as an activity of society," he said, "enjoys a prestige which no other agency does. When the democratic form of government was proclaimed in this country, Thomas Jefferson said, 'We also acclaim respect for universal education,' thereby acknowledging education as one of the fundamental needs of society.

"Education has prestige because it is not generally subject to the political control of certain groups. This prestige has been acquired largely because education has set up independent sources of finance and income and because it has made assignments free from political influence. If we can do these two things for recreation we will not be under obligations to others and can afford to act independently. To a certain extent this is already true in some communities. In Los Angeles, for instance, the Board of Education, because of the mill tax, is free from quarreling over money and support and can therefore afford to have its own ideas and formulate its own program without unwelcome pressure from the outside. When the selection of recreation workers is based on some valid plan like civil service, when it is properly administered, politicians, called upon to face these requirements, cannot be nearly so demanding.

An enjoyable feature of one of the evening meetings of the Congress was the concert given by the Symphony Orchestra of Niagara Falls, New York, an organization composed entirely of volunteers and conducted by a volunteer leader, Mr. W. A. Scotchmer. Among the selections played were the Prelude to Act III of Wagner's "Lohengrin" and four movements from Haydn's Symphony No. 13 in G.

When the orchestra started it had the help of a few citizens in purchasing instruments, but since that time it has been on a self-sustaining basis. Last year it gave two concerts. Rehearsals are held in the High School Auditorium, and the Orchestra has the use of music from the High School Library.

Before we can validly claim greater prestige for recreation we must elevate our own standards of qualifications and preparation. Schools demand two years of normal school training for teachers of elementary schools, at least four years of college education for high school teachers and additional work of those who wish to qualify for advancement. We as a group must follow this example and must increase our own educational requirements.

"In contrasting education with recreation we find that education has a more highly developed central organization than does recreation. We need to reach the point where every worker on a playground will feel that he is a part of a great national movement.

"We can enhance recreation by identifying it with education. Education includes recreation. Why should we not claim some of the prestige which education enjoys? We need to align some great personage who is identified with the education movement with our own movement, a person such as Dr. Jacks. This will help the public see the relationship and values better. Formerly, play was frowned upon. One of the greatest reasons why it is not at the present time is because educators interpreted play in terms of education so that the layman might understand it better. We must think and talk in terms of education so that recreation may some day enjoy the unlimited prestige which education does. But we have reason to be proud today, for when officials such as President Hoover say recreation is of fundamental importance to the welfare of the nation, recreation is coming to enjoy real prestige."

Activities with Carry-Over Value

THE discussion of the question, "How can recreation systems encourage participation in activities with carry-over values?" was opened by John C. Kieffer, Board of Education, Philadelphia, who pointed out that one of the primary factors in encouraging participation in activities which have carry-over values is the careful selection of activities. Physical education today is teaching skills which make possible par-

ticipation in activities which can be carried on in adult life. This teaching of skills is taking the place of the old formalized programs of gymnastics. In addition to offering opportunities for the development of physical skills, however, schools and playgrounds must also give the chance for the development of skills in arts.

Before formulating a program of activities, it is important that the needs of the group be studied. There are a great many activities in which adults might be participating today had they had the chance to develop some little skill in them when they were younger. In approaching many people it may be necessary to offer first the activities which are the most obviously interesting to the group, whatever their carry-over values may be. Often, however, an interest in an activity is developed merely by exposing a person to it. For that reason a program must be varied and rich in opportunities.

The Approach to Groups

The approach to a group should be one which will not only capture interest but which is subtle besides. To participants, the primary objective is most often the fun of doing something. To leaders it should be this plus something more, the something which will carry over. In the past recreation activities have smacked too much of time passing and novelty. It is true that activities are valuable just because they do satisfy the individual who is participating. But with the scope of activities as large and varied as it is, there is no reason why activities cannot be chosen which will be not only momentarily satisfying and bring joy to the person taking part in them, but will also give him something which he can carry away with him. One of the best examples of the need for activities with carry-over values is the man today who is thrown out of employment with no enjoyable hobby. It is tragic to see hundreds of these men wandering about aimlessly not knowing what to do to pass their time.

In approaching groups it is important that a leader overcome the idea that there is something paternalistic in his attitude. There are still a great many people who hesitate because they feel that taking part in activities promoted in community centers is destructive to their feeling of self-sufficiency.

If schools and playgrounds develop the fundamental skills in activities which can be carried on through life, recreation leaders must provide the opportunity for the expression of these skills. To the foreign born, however, to those who have not had a public school background, and to those who have not learned the necessary skills, it will be necessary to build from the bottom up.

During the last year in Philadelphia the unemployment situation made possible and necessary the expansion of the adult program of leisure time activity. The response to cultural activities offered was most surprising. The present unemployment situation provides a real opportunity for leaders who will make the most of it. Its real challenge is in the selection of activities which will afford something more to those taking part than just momentary entertainment.

Wise communities provide facilities for wholesome leisure activities in libraries, museums, parks, playfields, auditoriums and art galleries. In past years the enjoyment of these advantages was denied to our rural population, but the day of good roads has done much to eliminate distances, and rural communities as well as the more populous centers may be welded into one larger community in which all may have a share in wholesome enjoyment and recreation."—Bertram E. Packard, Commissioner of Education, State of Maine.

One of the members of the group said he believed that carry-over values existed mostly in the mind, that it was difficult to predict what the carry-over value of any activity would be and that, therefore, the really important objective was the selection of activities which were pleasurable to the participant. Mr. Hjelte agreed with him and cited several instances of play activities which gave rise to carry-over activities in no way planned for by the leaders. He believed it was more important to provide broad, rich programs and to let carry-over values take care of themselves. Mr. Kieffer agreed that this would be ideal but said that the lack of really good leaders who could be depended upon to furnish such programs made it necessary to stress the importance of activities which would carry over.

Securing Appropriations

"IN abnormal times such as we are experiencing at present when budgets are being slashed in the interest of economy," said Harold Q. White, Superintendent of Recreation at Mount Vernon, New York, "the question of whether a mill tax or a direct appropriation is the better method of financing recreation systems takes on an added significance." Thus the important subject of support for the recreation program was the first to be considered at the two

sessions for smaller communities.

Mr. White pointed out that many factors contribute to the success or failure of either method —the setup of the system and its facilities; the probability of acquiring additional facilities; the attitude of the public and the politician toward recreation in general; the type of program, and the amount of money necessary to meet certain fixed costs not included in the promotion of the program proper.

Among the advantages of the mill tax are the following: the fact that an executive knows just about how much his appropriation will amount to each year regardless of economic measures; that it is almost always possible for him to allocate the amount as he sees fit, thus making it possible in some ways to plan years ahead with more certainty than under the direct appropriation method.

Against the mill tax it is argued that it does not provide for adequate expansion in a rapidly growing program; that while it may be sufficient to meet the needs of a system when it is first put into effect, in time the system will be handicapped by lack of funds; that is very difficult to change the minimum or maximum amount of the tax when it once goes into effect, and that political leaders are often loathe to tie up any considerable portion of the yearly budgets in appropriations that they cannot control and therefore if they do grant it, they are more than likely to make it low.

Advantages of the direct appropriation method are that it permits the appropriation of funds to take care of any program provided the appropriating bodies can be convinced of the need; that it allows for both capital improvement and the acquisition of new facilities and the funds to supervise the same, and that it enables an executive to experiment more freely with new forms of activity. From the standpoint of the politician it makes the recreation system justify its requests before they are granted. Their opposition to the mill tax is based largely on the argument that an assured tax might tend to reduce initiative on the part of the executive inasmuch as he would be more or less independent of appropriating bodies.

The disadvantages quoted for direct appropriation are that the uncertainty of the amount of appropriation makes it impossible to plan the program ahead for a number of years with any certainty, and that as the recreation department is usually the youngest member of the municipal family it does not always secure the consideration it merits from appropriating bodies. It was also stated that budgets are usually presented in code form—so much for salaries, so much for equipment—and it is not unusual for the budget committee to cut the budget in places where it can be least afforded. This is said to lead to budget padding to overcome such cuts.

Mr. White pointed out the importance of studying closely local conditions to determine the effect any change will have on the system five or ten years hence.

Following Mr. White's discussion the question was asked, "which method of raising money is now most commonly in use?" It was found that in the majority of the cities represented money is secured by direct appropriation.

As the result of the discussion the following summary was agreed upon as representing the consensus of opinion of the group present: The disadvantages of raising money by direct appropriation are first, that the part played by politics is very great; second, that an executive is unable to plan a program for a long time ahead; third, that a depression such as the present one can seriously endanger budgets.

The advantages of a special levy are first, that the part played by politics is minimized; second, it allows executives to plan programs for a long time. The disadvantages, however, are first, the councilmen and heads of municipal departments are more likely to be alienated; second, in states where a special levy must be voted every five years, as in Ohio, there is a danger that the time for voting will not be opportune and the situation might, therefore, be most embarrassing; third, when considering asking for a vote on a special levy it is important to remember that if the vote is lost it will be more difficult to start a program than if the question were never brought before the public; fourth, a special levy allows much less elasticity than does the direct appropriation; fifth, in some states, even though the money is raised by a special levy, politics is not eliminated because council must pass on expenditures. It is important, therefore, that if money is raised by special levy the recreation department should operate as an independent taxing body.

Record Keeping

IN discussing the question, "Is a uniform plan of keeping records for all cities of the country so there may be a basis of comparison possible or beneficial?" Philip LeBoutillier, Superintendent of Recreation in Irvington, New Jersey, pointed out that with increased appropriations for public rec-

reation, with a great deal of research under way and searching questions being asked, community leaders are seeking not merely knowledge of the results of the recreation executives' work but knowledge concerning the efficiency of the individual system. It is, therefore, important for recreation executives to keep their records in such a way that the desired information will be available.

Wise and unwise, correct and incorrect conclusions are made concerning the work of the systems of various communities. Non-uniform standards of comparison based entirely on the keeping of an individual system may create wrong impressions when the individual, in lieu of a uniform system of record keeping and rating, judges the local work by his own reactions. Complacency and self-satisfaction are evils sometimes associated with an inferior system that lacks a basis of comparison with work of other cities.

The recreation system is not subject to the incentive of competition. There is lacking "that constant incentive to efficiency which results in increased accomplishment and which needs to be introduced artificially into our work." A uniform system of record keeping in comparison does not mean the systemizing and organizing of the work to the last degree of stereotyped conformity, and to the detriment of freedom. It *does* mean tangible encouragement of the things which help a community to develop initiative and grow in its own way. A comparison of uniform records would be beneficial in making possible a basis for the various systems to use in checking on themselves and on the general recreational life of their communities. Any system of record keeping should show the registration, participation, attendance, and spectator and audience attendance for each program activity. The system should enable the executive to determine the number of boys and girls of any given age participating in the program as well as the participation record of every individual. Staff personnel records with provision for notations concerning additional study undertaken and similar facts, are important. Record keeping of buildings and grounds should indicate the number, the geographical location, size, accommodations, improvements, staff, and similar facts.

The adoption of a uniform system of finance record keeping would be valuable. The advisability of a comparison of actual receipts and expenditures, however, seems doubtful. Land values, building costs, labor, maintenance and other costs vary considerably. A basis of comparison, therefore, might be the percentage of income expended for personnel, maintenance and other purposes.

A rating system for recreation departments seems to be a future probability. A uniform system of record keeping would, therefore, be essential. Such a system should not place an undue amount of work on the clerical force and must be concerned only with facts that every responsible executive needs in administering his program.

In commenting on Mr. LeBoutillier's statements, David D. Hicks, Superintendent of Recreation in Parkersburg, West Virginia, said he believed it essential to have some uniform method of comparison and cited as an example one instance in which he wanted for publicity purposes to compare the playground attendance of a neighboring community with his own. In his community the attendance figures were so much greater than the population it was impossible to compare them.

Arthur P. Eckley, of Two Rivers, Wisconsin, suggested that the problem was bigger than a comparison of budgets and attendance taking and wondered whether it would be too much of a task to attempt to measure services given so that recreation might successfully compete with other organizations attempting to carry on similar programs. So many organizations are making assertions about reaching the underprivileged boy and meeting the needs of delinquents that he believed the recreation department might well adopt such a slogan as "Keep the Normal Boy Normal." Because of his interest in this problem he has been keeping figures for the past five years through which he hopes to measure individual growth and the contribution that recreation makes to it.

Small Towns and Adult Recreation

THERE is greater enthusiasm in a small community than in a larger one over adult recreation, said W. J. Sandford, of the Community Recreation Association of Dalton, Mass. The whole town will turn out for baseball; everyone will participate in winter sports. In small communities most of the population will take advantage of social recreation and of community celebrations. There is as much participation proportionately, Mr. Sandford believes, in orchestras and similar groups, as in large communities. Dancing for younger adults is just as popular. The attitude of the small town toward recreation has

changed very materially in the last few years.

Adult recreation is meeting with encouraging progress in Salisbury, Connecticut, which is composed of several small communities. Wealthy citizens have provided a golf course and other facilities, and there are bowling and basketball leagues and clubs of various kinds. W. R. Hemmerly, Director of Recreation in Salisbury, has nevertheless found that it is not always easy to get adults into active forms of recreation. They like to come to watch the games but they do not want it overdone. There is danger in having too many activities. An adult's interest is based to a large degree on the amount of skill he has. As we develop leisure time skills, interest in activities increases. Much depends on the approach. It is usually wiser, someone suggested, to start the program with the physical activities which people understand rather than with the cultural.

Last summer Bloomfield, New Jersey, held community nights on the playgrounds to which parents were invited. Fathers came out and joined the games, while mothers sat around. "If you can get adults started," said C. A. Emmons in charge of the Bloomfield program, "they will continue to come."

Cultural Activities in Small Towns

"IS the public supporting cultural activities in the smaller towns and is there the same demand for these activities in smaller communities?" Sylvester McCauley, Director of Recreation in Dubuque, Iowa, answered the question by telling of music week in his community which has grown to such proportions that when the city was faced with the necessity of cutting budgets it considered the possibility of eliminating the Recreation Department and of continuing only music week activities. This shows how sold the city is on this celebration. From it has grown a Civic Choral Club for which the Recreation Department now serves as a clearing house. Dubuque also has a Civic Music Association with a membership of five hundred which brings to the city each year renowned artists in the music work. In addition, the city boasts of an Artists' Association of six hundred members which brings each year a good art exhibit through the courtesy of the public library. The expenses incident to this exhibit are taken care of by membership dues of only one dollar a year.

Ruth Sherburne, Glens Falls, New York, reported that the following cultural activities are being carried on in her community: a string ensemble which has developed into a symphony orchestra; a community concert course for which the price of a series of recitals is five dollars; a Dramatic Club, now in its fifth year, which is successful enough to engage a professional director this year and which presents three plays each season, the charge for a season ticket being $1.25; an annual flower show as a climax to the activities of the Gardening Club, and an informal Social Club for young people which has developed into a lively discussion group.

Mr. Eckley of Two Rivers said that there was no question that there is a demand in small communities for cultural activities but that very often small communities were too prone to omit them because in general they cost more than do physical activities. He asked what the general opinion was concerning charging for cultural activities. Miss Sherburne answered that she believed that fees should be levied for adult activities but they should be kept so low that these activities would be within the reach of all people.

In a vote taken at the end of the session the group agreed that the policy of determining program content entirely by per capita cost was very narrow and that all small communities should promote cultural as well as physical activities in spite of the greater cost involved.

One executive reported that 90 per cent. of his program in a small community is for adults, most of which is self-supporting. Bowling has been particularly popular. The groups using the facilities pay small fees—$1.00 membership in a lawn bowling club; $10 entry fees for the baseball teams, and similar charges for other activities. The cricket club buys its own equipment. Another executive found that the system of charges he had established resulted in a smaller attendance. When the charges for tennis were removed, participation increased 300 per cent.

Standards of Leadership

HOW to improve the standard of recreation superintendents as regards morals, training and general fitness for their positions was a problem considered by the small community group. As the first essential, good people must be selected. H. G. Danford, of Lima, Ohio, stated it is the responsibility of recreation executives to be constantly on the lookout for leaders among the young people on the playgrounds and to influence them to make recreation their profession. In Cleveland Heights, Ohio, outstanding high school students serve on the playgrounds as volunteers and are given training. Courses in rec-

(*Continued on page* 592)

Los Angeles Plans for the International Congress

Since the Toronto Congress a complete program of events for the Xth Olympiad and ticket information together with season ticket applications have been issued. The Los Angeles Department of Playground and Recreation has given wide distribution to this information among recreation workers. If, however, there are any interested in the International Recreation Congress who have not received this material, copies may be secured from the Los Angeles Department of Playground and Recreation, City Hall, or from the National Recreation Association.

By Harry Lamport
President of Los Angeles Department of Playground and Recreation

TEN months from this time we shall be in the midst of the International Recreation Congress at Los Angeles, and the time is not far off. Plans have already been made and we in Los Angeles shall do our best to provide you with recreation as well as with a trip of educational value through Southern California.. The Congress will be under the auspices not only of the City of Los Angeles, but of Los Angeles County as well, and we may try some innovations. We are planning, for example, to have more tours than are usually the practice and through these trips you will be able to see what Southern California, and Los Angeles in particular, have to offer in the line of playgrounds and recreation centers. At the same time you will have a pretty good bird's-eye view of the city and of Southern California.

In a certain sense Southern California is like a huge park with the ocean on one side and the mountains on the other. Some of the mountains reach to heights of ten thousand feet, with valleys, unlike those of the East and Middlewest, made green by the hand of man and by the act of God, through water. Southern California needs water and votes money constantly for its development. Just a week or so ago the Metropolitan district of Southern California and other Southern California cities voted $220,000 for an aqueduct from the Colorado River just below the Boulder Dam.

I believe that we have plenty to offer you in this trip to sunny California which will make it worth while. The usual entertainment program of this Congress will be in effect and through the week, in addition to the sessions, there will be tours planned to points that will introduce you to Southern California as well as show you our playground areas.

The Recreation Congress will begin on the 23rd of July and will close the 29th. The Olympic Games will start on the following day. The Olympiad opens with the track events and the most popular activities of the Olympic Games will come the first four days so that Congress delegates will be able to see them. Through the Olympic Games headquarters we have been holding under option, although we cannot hold the option much longer than December 1st, the seats for Congress delegates for the opening day's events. We have also reserved five hundred seats which are termed "season seats." I am not sure that people will be able to buy tickets for each day's events. I am under the impression that the present plan is to have only season tickets which, I believe, will cost $22 for the entire week. This includes wrestling, swimming and similar events.

As I understand it, trips are being planned for those who come from the East and Middlewest by rail or stop at various cities. Chicago, Denver, Salt Lake City, Oakland and San Francisco, are planning to entertain travelers on their way to Los Angeles. That, too, will be worth keeping in mind.

T. E. Rivers, Administrative Secretary of the International Recreation Congress of the N. R. A., speaking further of the tours en route, stated that it is hoped to have a special train run across the continent. He urged the importance of giving prompt attention to any information sent out regarding the tours and of making reservations at an early date at the headquarters hotel at Los Angeles, the Hotel Biltmore.

In Memory of Thomas A. Edison

Courtesy Boy Scouts of America

ALL recreation workers, professional and volunteer, unite in the deepest sympathy to Mrs. Thomas A. Edison. We have all shared the interest of all the American people in Mr. Edison. His inventions have done so much to give added free time to the American people so that they could enjoy more and better music, drama, art, handcraft, games, athletics, and all forms of recreation. So in a very special way Thomas A. Edison made a great contribution to the leisure time recreation movement not only in the United States, but in the world.

Men and women in the recreation movement have felt closer to Thomas A. Edison and have been more keenly interested in his experiments because for so many years no woman has been more outstanding than Mrs. Thomas A. Edison in her belief in the recreation movement, her interest in building it up, her readiness to work hard for it. At the Recreation Congresses Mrs. Edison's evident joy and satisfaction in all that was being done to build up more satisfying living made her beloved of all who saw her, and now in this time of sorrow for her all men and women interested in recreation throughout the world feel a special bond of sympathy and wish it were in their power to help.

We have always known that Mrs. Edison has placed first looking after Mr. Edison. Devoted as she is to the national recreation movement, she would allow nothing to interfere with her doing everything possible for her husband and for the maintenance of their home life. No matter how irregular were Mr. Edison's working hours, she never neglected anything which would administer to his comfort and she seemed to sense just what he needed.

Many times Mrs. Edison, speaking of her father, Lewis Miller, and his great interest in Chautauqua, of which he was one of the founders, has said that as Chautauqua was her father's great interest, so the National Recreation Association was her great interest and she wanted to do all that she could to build it up. At Board meetings and in private conferences these many years her great contribution has been her understanding of men, women, and children, an understanding of the heart which made her sense just what would be most helpful to them.

Several times Mrs. Thomas A. Edison has opened up her own home for a neighborhood play evening, and old and young of three generations have been happy in the age-old games, Mr. Edison joining with others in playing "Drop the Handkerchief." Mrs. Edison has always been particularly sympathetic with the National Recreation Association's program for encouraging home play because she herself has always been so essentially a home woman.

Once when Vermont had been devastated by floods and the women's clubs were asking the Board of Directors of the National Recreation Association to help them try to do something to lift the gloom through music, it was hard to visualize just how the people who had been through this flood could be helped in the way suggested. Mrs. Edison was the one to urge that since an invitation had come from Vermont people, we try to help the fathers and the mothers to set out to brighten Christmas time for their children by the singing of Christmas Carols centering the whole music program on the thought of making the Christmas season as joyous as could be for the children even with so many signs of destruction all about them. Perhaps no two activities have made greater appeal to Mrs. Edison than music and gardening. Just a few weeks ago Dr. Lawrence P. Jacks, great world philosopher and educational leader from England, mentioned these two activities as perhaps as fundamental as any in meeting deep human needs.

The world owes a debt of gratitude to Thomas A. Edison for his immeasurable contribution to the progress of civilization. To Mrs. Edison the leisure time movement is deeply indebted for her sympathetic understanding of human needs.

World at Play

Memorial Diving Tower, Des Moines

A Vast Beach Project

The Long Island State Park Commission has opened on the south shore of Long Island a vast bathing resort known as "Jones Beach." The total investment of the State of New York in this beach, the Causeway, Ocean Boulevard and the channel system is close to $10,000,000. The parking fields alone cost $600,000; the annual lighting bill at the beach amounts to $78,000; the garbage disposal costs are $7,500; the boardwalk costs $15,000 a year to maintain and, finally, there is the cost of employing 735 workers.

Jones Beach has already attained a notable standing. There are few places like it.

In Honor of Margaret McKee

Since 1910, the Playground and Recreation Association of Des Moines, Iowa, has operated the Camp Dodge swimming pool located in that city but owned by the United States Government. Early in August the pool was the scene of a memorial service in honor of Margaret McKee, formerly superintendent of recreation, who died in June. At that time Mr. T. P. Eslick of the Playground Commission presented to the State of Iowa a diving tower erected in Miss McKee's memory and bearing the inscription on a bronze tablet, "In Appreciation of Margaret Ann McKee. Erected by the Des Moines Playground and Recreation Association, July, 1931." The tower, 20 feet high, is equipped with three diving boards, one at the top and two at a 14 foot elevation. The pool measures 150 feet by 325 feet.

A Gift to Grand Rapids

Mr. Charles W. Garfield, banker and civic leader of Grand Rapids, Michigan, with Mrs. Garfield has given the city three lots covering approximately 120 by 125 feet for small children's playgrounds.

"In making the gift," said Mr. Garfield, "we have had in mind the immediate service which can be rendered the neighborhood and so it seems to us that for the little children the most simple and inexpensive methods of play should be provided by the city. There is nothing connected with the progress made by our city that has been so great a source of pride to me as the rapid and successful growth of the playground movement. In adding this implement the donors desire to express their love for Grand Rapids and their faith in its future."

A New Recreation Park for Galveston

By next spring Galveston, Texas, will have a new 18-hole municipal golf course, the first unit of a city-county recreational park which will cover about 200 acres fronting on Offats Bayou. By the end of next summer part of the park itself will be improved and ready for use. Roads and bridle paths will be built first. Walks, athletic fields and playgrounds will be added later. Plans call for a golf course, athletic fields and playgrounds and facilities for boating, fishing and swimming. At the east end of the park will be a large athletic field and stadium. On the west

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side there will be a playground for women and older girls, while to the north of the central lake, around which the park proper will be laid out, there will be separate boys' and girls' playgrounds, basketball courts and tennis courts. The cost of the park and golf course, which will range from $200,000 to $250,000, will be met by part of the proceeds from a $300,000 bond issue voted in 1929.

Czechoslovakia—A Pioneer in Puppetry.—Czechoslovakia is a pioneer in puppetry and puppet education. There are as many as 3,200 marionette theatres in the country and statistics show that in 1929, 24,000 performances were given attended by 2,300,000 people. The Masaryk Institute for Popular Education has encouraged the development of puppet theatres in many different ways but mainly through the publication "Manuel de Guignol" which gives practical instruction to amateurs in all puppetry matters, and also by arranging meetings and giving demonstrations of the most practical methods of puppet theatre construction. The institute is also publishing books on stage decorations and scenery. There are nearly 1,300 Czechish puppet plays, offering a wide choice.

In May, 1929, on the occasion of the International exhibition of marionettes held at Prague, an International association was formed for the purpose of bringing together all those interested in the marionette stage for educational as well as recreational purposes. It is called The International Union of Marionettes.

Only Families With Children Need Apply!—An interesting housing experiment is being carried on in the model children's village near Strasbourg, France, according to the *New York Sun*. Instead of families with children not being considered desirable as tenants, the more children they have the easier it is for them to rent a house, and unless a family grows from time to time the tenants are asked to move. The village was built to combat race suicide and only young married couples pledged to rear large families are permitted to occupy the charming little homes. The village was constructed by the Ungemach Bonbon factory, which is putting its war profits into this experiment. Not only is the village a model in building and other physical factors, but advanced ideals in education and child rearing are carried out by trained supervisors. There is play with leadership, for a trained kindergartner is in charge

of the children's play life. In 1950 the village will become the property of the municipality.

In Glasgow.—Glasgow, Scotland, has over a hundred small playgrounds and about thirty-five parks where recreation activities are maintained for adults as well as children. The work is under the direction of the municipal Park Department.

Story Hours to Reveal Old World Treasures.—The Metropolitan Museum of Art, New York City, is offering a series of story hours for boys and girls each Saturday and Sunday from October, 1931, to May, 1932. A talk illustrated by lantern slides and objects from the galleries, leads to the story, giving an appropriate setting. Then follows the story itself and afterward pictures of the treasures to be found in the galleries. The stories are planned to entertain, to make real the people of different countries with their history, literature and art, and to lead to an enjoyment of the museum's galleries and the beauties everywhere.

A Flag of All Nations Scrap Book Contest.—An interesting feature of the summer program in Dalton, Massachusetts, was a Flag of All Nations scrap book contest. The compiling of the books represented much work and study. Under the heading of each country was shown a colored picture of its flag, then a list of important holidays, the chief industry, the capital, and the population. A requirement was that the books must have been the entrants' own work. Books were judged on neatness, originality and correctness, as well as on the number of countries represented.

A Gift to Hamilton, Canada.—Valley Farm, where for years thorough-bred horses were raised by the late William Hendrie, has been donated to the city by George M. Hendrie in memory of his four brothers and his father. No restriction was imposed by Mr. Hendrie in making this gift of 120 acres except that it be maintained in perpetuity as a park for the use of the general public and that it be known as the "Hendrie Park."

San Diego County, California, to Invest $75,000 for Parks.—The San Diego County supervisors have promised a budget appropriation of $75,000 for the state-county park purposes plus a tentative allocation of $10,000 to permit state park development of the Mission Bay area. The $25,000 for the Palomar site will be spent only if private subscription raises $50,000 in addition, the state having agreed to put $75,000 into buying this site. The $150,000 thus costs the taxpayers only $25,000. The $50,000 for the Silver Strand will be matched by an equal sum from the state, allocating to San Diego a $100,000 park site at a cost to the people of half that sum. For a total expenditure of $75,000 San Diego County will obtain two magnificent park sites of which the total cost in bare land is $250,000. It secures for future citizens land which would be worth many times that amount in normal times and it assures the development in the county, entirely at state expense, of at least two parks equal to the best the state can offer.

Appalachian Trail Conference.—One hundred and seventy-five registered delegates attended the fifth annual Appalachian Trail Conference held June 12th, 13th and 14th at Gatlinburg, Tennessee, in the great smoky mountains. Fourteen different states were represented. After ten years it was reported the trail project is almost completed. Sixty per cent of the trail is marked and trail data are available.

Among Our Folks

Miss Emma H. Howe, for many years a member of the staff of the National Recreation Association, has resigned to become executive secretary of the Neighborhood Guild, Peace Dale, Rhode Island.

Mr. J. M. Pollard, who for a number of years was associated with Mr. E. T. Attwell on the staff of the National Recreation Association in promoting recreation for negroes, has become director of the Niagara Falls Community Center, Niagara Falls, New York.

Mr. Ben Rumpeltes has resigned his position as Director of Recreation in Moorestown, New Jersey, in order to take up postgraduate work at Columbia University. The position in Moorestown has been filled by the appointment of Mr. Robert L. King, of Nashville, Tennessee.

Mr. Edward Sordelet has been appointed Director of Recreation at Berwyn, Illinois, to fill the vacancy created by the resignation of Mr. W. F. Pfuderer, Jr.

Mr. E. A. Pritchard, formerly in charge of recreation at Niagara Falls, New York, has accepted a position on the faculty of the Department of Physical Education, New York University.

A Ten Year Plan.—The Civic Improvement Committee (Committee of One Thousand) of Kansas City, Missouri, has outlined a ten year plan for public improvements. It is proposed that $2,750,000 be spent for playgrounds, parks and boulevard improvements.

The Annual Report From Minneapolis.—The forty-eighth annual report of the Board of Park Commissioners of Minneapolis, Minnesota, has appeared. Many attractive illustrations and the form in which the report is issued, as well as the interesting facts presented about the work of the Park Department and the Division of Recreation, make it a notable publication.

An Additional Gift to Scranton, Pennsylvania.—Weston Field, the splendid community center presented some years ago to Scranton by Mr. C. S. Weston and his sister, Mrs. Frank M. Bird, has received a further bequest of $50,000 through the will of Mrs. Bird, who died on October 14th. The money is to be used for some permanent improvement.

A County Studies Itself.—Los Angeles County, California, has recently been the subject of a recreation study under the direction of a committee of eight "to determine whether the present service is economically, efficiently and democratically planned and administered."

Los Angeles County directly operates eight recreational areas with a total acreage of 6,193 with land valued at $1,932,112 and improvements of $517,669. The county areas include two magnificent mountain playgrounds, four beaches, and a number of valley areas. In addition to the service of Los Angeles County and the City of Los Angeles with its investment in parks of over $39,000,000, there are 21 cities in the county operating parks with more than 5,000 acres of open spaces.

It was felt that as factors in developing a ten year plan for the county there should be further studies, a balanced program of recreational activities under leadership should be developed, and there should be early action looking toward the coordination of existing public recreation services in the county.

Child Labor Day.—Child Labor Day in 1932 will be celebrated on January 23rd in synagogues; on January 24th in Sabbath schools and churches; and on January 27th in schools, colleges and other organizations. The observance of this day affords an opportunity to bring before the public the facts about industrial accidents and other dangers to children and to initiate programs of public education culminating in legislative enactments for the protection of children. Further information regarding the day may be secured from the National Child Labor Committee, 331 Fourth Avenue, New York City, which offers programs, literature and posters for use on Child Labor Sunday.

Education and Leisure

(*Continued from page* 541)

among us who would copy the vices of the older civilizations rather than their virtues. They would transplant to American soil the morbidity of decadent civilizations with reference to sex and romance. They would be willing to accept for our American life the narcotic and smoking habits that have retarded civilizations elsewhere. They would be willing to spread the use of liquor even among the women and children.

There are those who would bring back gambling in all its devastating forms as a legalized occupation and business. They would do all these devitalizing things which enslave the human race in the name of personal liberty and individual freedom. What a shallow practice to superimpose upon the standardizing effects of a machine civilization the powerful standardizing influence of morbidity, narcotics and gamblng! What blindness to copy these vices and to miss the ripe and mellow virtues of these older civilizations—their love of home and family, their joy in play, their loyalty to neighborhood, their love of beauty and companionship. If our increasing travel in foreign places does not bring back to America some of these finer things then travel is worse than useless.

For the use of leisure we have at hand the most marvelous resources. Our vast and wonderful continent is in many ways still largely undeveloped. New ways of travel bring us nearer and nearer our great parks and natural wonders. The art of printing has developed until no one is too poor to enjoy the fruits of the printed word. The talkie has made available action and vibrant words so that persons of other places and other times seem closer than ever before. The radio brings instantly to our homes the voices, and through television the faces, of the central figures of these miraculous times. These forces for good, for the strengthening and enrichment of human

life are so mighty that it is now possible within a single decade to lift the human race to a degree which would have required centuries in times past, and by the same token these new forces in the hands of the exploiter make it possible to degrade the human race in a single generation in a way that would have required centuries at other times in history.

The call for civic leadership and statesmanship, the call for religious leadership, for educational leadership, and for men and women who are ready to champion the glory of an enriched human life has never been so clear as now and the field of leisure is one of the great fields in which this new leadership will find its service and its satisfaction.

What a Modern Park Department Does

(*Continued from page* 546)

the parks well stocked with fish, summer camps, and many other facilities. It organizes and conducts civic celebrations, municipal athletic leagues and tournaments, field days, play festivals, winter carnivals, water sports and carnivals, horse shows, flower shows and other special events.

In its three-fold capacity of a cultural-educational-recreational institution it cooperates with many individuals, organizations and institutions in a great variety of ways.

In emphasizing the active feature of the services of the modern park department one should not forget the tremendously important services it renders in relation to the fundamental biologic welfare of the people in passive and semi-active ways. The volume of use of modern parks by the people in passive and semi-active ways perhaps exceeds their use in active ways. If a modern park department did no more than provide opportunities for the people of cities to renew contact with the soil and growing things, to secure the enormous benefits of an abundance of sunlight not vitiated by smoke and dust, of air unpolluted by smoke, dust and noxious fumes, of opportunities for rest and relaxation in an environment of peace, quietness and beauty undisturbed by too close contact with one another, it would be worth in human welfare all and more that it costs to acquire, develop, and maintain and operate its properties. When to all this is added the many activities that require the use of the large muscle groups of the body—a need growing out of age old habits of mankind and upon which vital and

(*Continued on page* 588)

Magazines and Pamphlets

Recently Received Containing. Articles of Interest to the Recreation Worker

MAGAZINES

The Farmer's Wife, August 1931
- They're Getting a Heap of Fun Out of Living, by Carroll P. Streeter

Parks and Recreation, September 1931
- Mid-Summer Activities in the Union County Park System
- Fourth Annual Pacific Coast Miniature Aircraft Tournament
- National Public Links Tournament at Keller Course, by Tom Hastings
- Football
- Notes on Golf Course Starting Booth

The Parents Magazine, October 1931
- Games for Hallowe'en, by Alice Crowell Hoffman
- Playthings in Review, by Janet M. Knopf
- Books for Boys and Girls, by Alice Dalgliesh

The American City, September 1931
- Why Not a Park and Bird Sanctuary for Your Community?, by Carl F. Pilat
- Municipal Auditoriums, by Edna Trull
- Extending the Season for Tennis
- Milwaukee County Has Its Own Roadhouse

Scouting, October 1931
- Pepping Up Our Hikes—A Nature Study Hike

Child Welfare, November 1931
- Toys and the Child, by Bertha Merdian
- Toys for Different Ages

Journal of Physical Education, November 1931
- Increasing the Morale and Vitality of the Unemployed through Physical Education Service
- Some Character Values Derived from Volleyball

The Journal of Health and Physical Education, October 1931
- "The Gift of Land is the Gift Eternal," by Louis C. Schroeder
- An Intramural Organization for Girls, by Grace E. Jones

The American City, November 1931
- A 25 Year State Recreation Plan for Iowa
- A New Bathouse and Restaurant near Berlin, by Stadtbaurat Wagner
- Street Trees Through Civic Cooperation—Decatur, Illinois
- Freeport's Athletic Fields and Stadium
- Philadelphia's New Auditorium

The Journal of Health and Physical Education, November, 1931
- Playgrounds and Safety, by Albert W. Whitney
- Various Systems of Physical Education—Their Characteristics and Values, by Elmer Berry.

PAMPHLETS

Second Annual Report of the Monessen, Pennsylvania, Playgrounds, 1931

Annual Report of the Board of Public Recreation, Parkersburg, West Virginia, 1930-1931

Annual Report of the Recreation Department of the Board of Park Commissioners, Indianapolis, Indiana, 1930

A New Medium for Art Expression, by V. K. Brown, Parks and Recreation, 327 West Jefferson Street, Rockford, Illinois

George E. Johnson

PROFESSOR GEORGE ELLSWORTH JOHNSON of the Harvard University Graduate School of Education died on August 26th at the age of 69. Professor Johnson was early a leader in the national playground and recreation movement. For three summers, 1898, 1899, 1900, he conducted the Andover Play School. As superintendent of schools he made large use of play. His book, "Education by Plays and Games," had a profound influence on the playground movement. Later Professor Johnson was for six years superintendent of playgrounds in Pittsburgh, Pennsylvania. The administration of the playground system in that city reached a very high level under his leadership. All of the program was made thoroughly educational. His workers were continuously studying and working to fit themselves for more effective service.

Professor Johnson conducted recreation courses for two years at the New York School of Social Work, and for sixteen years he has taught at Harvard University. Each year Professor Johnson found time to conduct a course at the National Recreation School in New York City. He has always been ready to help in connection with recreation courses and with special recreation problems as they arose. From first to last Professor Johnson's main interest has ever been play as a factor in making possible the abundant life for men and women.

George E. Johnson never sought publicity and received no general public recognition, yet in America he was one of a small group including Joseph Lee, Luther Halsey Gulick, Clark W. Hetherington, and a few others whose thinking profoundly influenced the whole national recreation movement. In his own personality he illustrated what play, recreation, art, sport can do for rich and vital living. Unpretentious, simple hearted, mellow, always ready to suspend judgment until all the facts were in, seeing all sides of questions, warmly human in his philosophy, original and independent in his thinking, he was one of the major prophets in the play—recreation—leisure time—art of living movement.

HOWARD BRAUCHER.

Report of the Westchester County Park Commission, 1931

Present and Impending Applications to Education of Radio and Allied Arts, National Advisory Council on Radio in Education, 60 East 42nd Street, New York.

(*Continued from page* 587)

functional vigor depend, the activities that enlarge the mind, inspire the spirit and in general create that complete harmony in life called happiness, one should not hesitate to rank the modern park department as one of the most beneficial institutions ever devised by the hand, mind and vision of man.

The Government and Rural Life

(*Continued from page* 549)

and music appreciation in 1931 which anyone may see who cares to do so.

In this paper I have not tried to cover the work of all recreational agencies working in the entire rural field. We know the Y. M. C. A., the Boy Scouts, the public schools, and other agencies are doing much; but we had no way of collecting this information. We have tried to let you see something of what our own extension organization about which we have first-hand information, is doing with rural people.

In conclusion, may I say that recreation in its broadest sense, including music appreciation, rest for thought and introspection, pageantry and plays, games, story-telling and folk dancing, and everything that goes into the enjoyment and recreation of men and women, boys and girls in the open country, is increasingly a part of our public agricultural extension program and in my own mind is as significant for building up a fine, wholesome, satisfying rural life as anything we are doing. We are growing into it and pushing it as rapidly as public goodwill and educational processes will admit. It has become a permanent part of our extension work and a great leavening agent for good in rural United States.

Recreation in Canadian Schools

(*Continued from page* 551)

There is a gradual appreciation, however, of the positive educational values throughout this country. There is a growing national consciousness of the relationship which exists between recreation and living. In 1929 a conference on "Education and Leisure" was held in Vancouver, with representatives from all Provinces. It was a huge success and will be followed by a conference here next year, organized again by the National Council of Education, a very important factor in our country, having a direct influence. If we in Canada can recognize not only strength, skill and sweat as the outcome of recreation, if we can

appreciate the mental, moral and social opportunities which are afforded, then we are bound to have better supervision which will appreciate the oneness of mind and body and we will safeguard ourselves from over-specialization. It will be a policy for all and therefore a fuller and more complete contribution to the citizenship of the future.

Town Planning in Canada

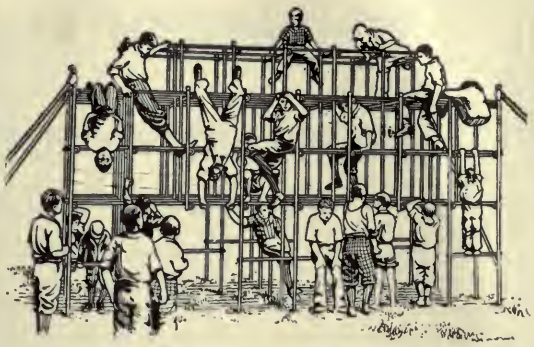
(*Continued from page* 553)

inefficiency which results from making streets of a standard width regardless of their purpose. Present systems are quite unsuitable to an age of motor vehicles. In some cities all streets leading in one direction are so cut up by intersections that a motor vehicle traveling at twenty miles an hour crosses the center of two such intersections every six seconds. This is both unsatisfactory to the motorist and a great hazard to children on their way to school and playground. If playgrounds are to be used and are to serve their purpose, the approach to them must be safe. The future of wholesome recreation in Canada is bound up with city planning; the present day calls for new policies and bold methods, but the country waits for leadership.

The Youth Movement in Germany

(*Continued from page* 562)

of them by or through official government channels and with Federal advisory help and money. Even England boasts a dozen shelter houses "for overnight ramblers" and Scotland has just created a Youths Hostels Association under the chairmanship of Sir John Sterling Maxwell of Glasgow. Some of the Scotch camping officials fear that "the growth of the Herberg movement in England and Scotland constitutes a danger to the ancient pastime of rambling"; nevertheless the movement seems destined to take hold throughout the British Isles. The little country of Holland already boasts thirty-seven Herbergen and, like its German neighbor, the government at the Hague has given its official stamp of approval by creating the National Youth Council under the chairmanship of a member of Parliament. The English association is proposing "a chain of hikers' lodgings to stretch from Lands End to the Orkney Islands," and we need not be surprised if the next five years see this accomplished. There does not seem to be any similar activity in



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France or Spain as in these two countries there exists only one shelter house comparable to the German Herbergen and that one is located at Etampé, sixty kilometers from Paris.

As to the probability of the Youth Movement making itself felt in America or of our adopting the Herberg principle in this country, these are questions with no immediate answers in sight. We have had for many years, and still have, Wandervogel and Naturfreunde groups in some of our big cities but they have made no headway against our own hiking-camping traditions and institutions. Nor do I think they soon will. If some part of the German idea takes root in our soil it will necessarily have to be adapted to the psychology and temperament of American youth and that process will so metamorphose it as to make the original non-recognizable.

For the Fatherland these singing, playing, wandering boys and girls vision a better day. To the great task of securing for the Republic its new place in the sun German youth is bringing cleaner, healthier bodies, broader viewpoints and more tolerant attitudes. Wandering to distant places, getting better acquainted with their once strange neighbors, bespeak better understanding and

greater love. Discussions of common aims and free interchange of ideas constitute an educative influence that must leave its good mark on the wandering millions of Europe's youth. A singing, happy, healthy army of boys and girls who have learned to play together will contribute much to a better tomorrow.

Recreation in Montreal

(*Continued from page* 563)

virtue in the very large playing fields they must be located at some distance from the busier centers. Consequently in order to provide for children in congested areas it is necessary to bring the playgrounds to the children.

Montreal has a unique mountain park located practically in the center of the city. It is used a great deal in the summer but in the winter thousands of citizens as well as visitors from other cities use the park for sleighing, skiing, skating, tobogganing, and other winter sports.

The Montreal Parks and Playgrounds Association antedates the Public Recreation Department. The association is an organization of citizens, financed by citizens out of the Financial Federation, an organization composed of thirty-two so-

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Swansea Town (Sea Shanty)
Netherlands Thanksgiving Hymn
Dogie Song (Cowboy Song)
All Through the Night
Alouette
Alleluia
In Heavenly Love Abiding (by Bach)

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cial agencies. Captain William Bowie is our Executive Secretary. Last year we supervised twelve playgrounds with thirty-eight salaried leaders, most of them from the Physical Education Department of McGill University. In a city such as ours with dual languages—65 per cent. of the population of 810,000 being French—we must give attention to sections of the city where French speaking citizens predominate. That is one of our problems. We have splendid cooperation with city departments, although at times we work along different lines.

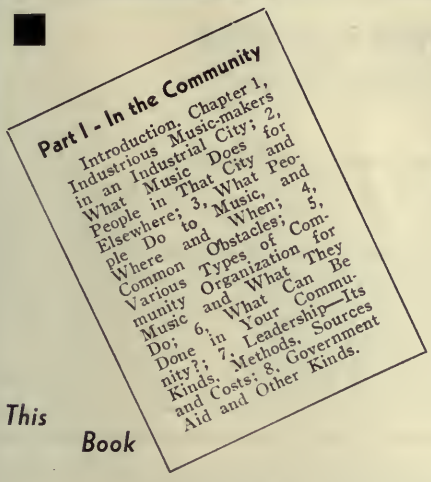
Montreal once had a citizen named C. S. Campbell, one of the most prominent corporation lawyers of the city. In his will he left a certain sum of money to establish neighborhood playgrounds and a second fund to provide band concerts throughout the summer. A short time ago we opened the third of these playgrounds, which have been turned over to the city. At that time it was provided that the Montreal Parks and Playgrounds Association should supervise the center for a period of five years. We plan to establish it as a model playground as a demonstration to the city and to other communities of what a playground should be.

In closing I can only emphasize the fact that the City of Montreal is fully awake to the need of playgrounds, both large and small. We need them both and we particularly need a very large number of neighborhood playgrounds.

Policies, Plans and Problems

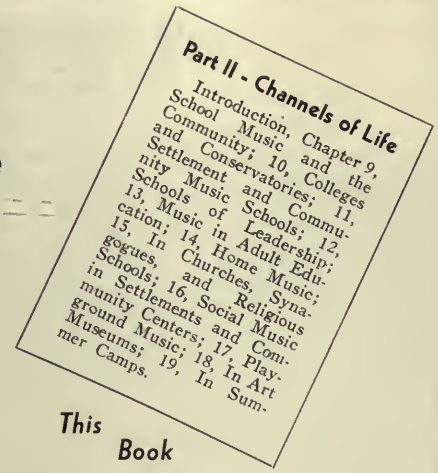
(*Continued from page* 580)

reation must be strengthened. Self-education can never cease, and recreation executives must read constantly not only literature in the recreation field but sociology, psychology and civics. They must keep abreast of world affairs, of trends in industry and in the economic system, and must know why the changes which are coming about are significant for the leisure time movement. Recreation workers should attend conferences and


Part I - In the Community
Introduction, Chapter 1, Industrious Music-makers in an Industrial City; 2, What in Music Does for People in That City and Elsewhere; 3, What People Do to Music, and Where and When; 4, Common Obstacles; 5, Various Types of Community Organization for Music and What They Do; 6, What Can Be Done in Your Community?; 7, Leadership—Its Kinds, Methods, Sources and Costs; 8, Government Aid and Other Kinds.
This Book

Music in American Life

By A. D. Zanzig


Part II - Channels of Life
Introduction, Chapter 9, School Music and the Community; 10, Colleges and Conservatories; 11, Settlement and Community Music Schools; 12, Schools of Leadership; 13, Music in Adult Education; 14, Home Music; 15, In Churches, Synagogues, and Religious Schools; 16, Social Music in Settlements and Community Centers; 17, Playground Music; 18, In Art Museums; 19, In Summer Camps.
This Book

is the result of Mr. Zanzig's exhaustive study of music conditions throughout the country, under the auspices of the National Recreation Association. The author personally investigated the musical activities of numerous community groups in over one hundred cities. Daniel Gregory Mason, dean of American music critics, is greatly interested in this work and contributes a Foreword to the book.

offers a sound philosophy of amateur music and a working guide toward ideal musical achievement. It is a manual of practical suggestions which will be invaluable to music teachers, recreation leaders, school superintendents, community center and settlement workers, church musical directors, camp directors, and all others interested in any sort of musical endeavor not exclusively professional in purpose.

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should participate not only in recreational activities and interests in their communities, but in all kinds of civic activities.

The suggestion was also offered that recreation executives cooperate with the National Recreation Association by taking graduates from the National Recreation School and that they avail themselves of the correspondence course and of the bulletin service of the N. R. A. and of the monthly magazine, RECREATION.

Institutes, it was stated, are valuable not only for the less experienced workers who attend them but also for the recreation executive, since he must educate himself while he educates his workers. Ruth Sherburne, of Glens Falls, New York, urged the importance of recreation executives working with their younger workers and helping to give them the training and experience which will not only make them better workers in their present positions but will fit them for executive positions later.

Social Dancing

IN introducing the subject of social dancing in relation to public school recreation work, J. R. Batchelor, of the N. R. A., spoke of the association of the dance with religious ceremonies

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and its universality as an individual form of rhythm in all peoples. Modern civilization, he said, has debauched the dance, but it belongs in the recreation program because there it can be given proper surroundings and atmosphere. The revival of old time dances has become an important part of many programs. In one city an old time dancing club has a membership of 150, while every Friday night in Madison, Wisconsin, 140 young people come together for a program of old time dances.

Mr. Earle D. Campbell, Director of Recreation at Cleveland Heights, Ohio, believes recreational groups should provide dancing to counteract the influence of undesirable commercial dances. It is an important part of his program. At his centers from four to five he offers classes in esthetic dancing; early in the evening there are instruction classes in social dancing and later a social dance is held. Tap dancing is taught elementary school pupils on Saturday mornings. Kenosha, Wisconsin, holds four dances a week at the social center. The first part of the evening is devoted to instruction, the second to social dancing.

Certain difficulties were pointed out. In some communities there is still antagonism toward dancing; neighbors complain if dances are held late. The musicians' union sometimes creates problems by insisting on certain requirements such as a union hall or a definite number of musicians in the orchestra. It was suggested that the women's clubs are usually favorable and will help. If the music problem is difficult to solve a volunteer orchestra will often step into the breach.

It was the general feeling of the meeting that recreation groups should make dancing a part of the program, safeguarding it, however, by having the best possible instruction and by insistence on certain rules of conduct, prompt closing of the dances and other details which make for well conducted and acceptable dances.

New Books on Recreation

Ice Hockey

By Alexander Sayles and Gerard Hallock III. A. S. Barnes and Company, New York, $2.00.

AT just this time a book on ice hockey, which has taken tremendous strides in popularity during the past ten years, will be welcomed by winter sports enthusiasts. The speed and vigor of the game have won for it a host of admirers not only at the ice but at the rink side. The purpose of the authors has been to offer practical information on how to play and understand the game.. There are accordingly chapters on the History and Development of Hockey; Fundamentals of Ice Hockey; Offense; Defense; General Hints to Players and Coaches; Discussion and Interpretation of Rules, and a Glossary of Terms.

Courtesy Board of Education, Chicago

Aeolian Band Classics

Arranged by G. E. Holmes. H. T. Fitzsimons Company, 23 East Jackson Boulevard, Chicago, Ill. Price: each part, 40 cents; conductor's score (piano part), $1.00.

HERE is a collection which under good leadership will keep happily busy for a long time any band that can play the standard sort of band marches. The music is all excellent, with a reach and variety that make a band rehearsal an occasion for feeling yourself and the other players really grow in musical power and enjoyment. There are two waltzes, two minuets, a gavotte, and a bourree; excerpts from two famous symphonies; the Grieg "Huldigungsmarsch," which is one of the most heroic and colorful marches in the world and has a lyrical middle section that is the very spirit of youth and romance; and six other compositions—three of them for smaller groups of brasses, saxophones and woodwinds, respectively. Among the composers are Bach, Beethoven, Brahms, Mozart, Schubert, and Tschaikowsky, a noble company to invite into the recreation center. Many a band that has gone stale or may do so, on marches and on overtures of a shallow sort, may be expected to take on new life through intelligent tackling of such music.

New York School Centers and Their Community Policy

By Clarence Arthur Perry and Marguerita P. Williams. Russell Sage Foundation, 130 East 22nd Street, New York. $.50.

AS far back as 1890 the Board of Education in New York was offering the public free lectures in its school halls. These programs, while chiefly academic, often presented musical and artistic features and for hundreds of thousands were a source of real entertainment. In 1929, however, they were discontinued. In the recreational type of activity which have made school centers so popular New York has long been a leader, for in 1902 its Board of Education had already established what were then called "evening recréation centers." These still exist but now bear the name "community centers." They continue to be a place of indoor games, athletic sports and club meetings, but the change of name signifies a broadening of both function and administrative methods and it is to the history and significance of this latter development that the study reported in this booklet is confined.

The study has been divided into three parts. Part One describes the New York school center system of today and tells of the official, unofficial and occasional use centers giving descriptions of each type. Part Two outlines the historical antecedents of the community policy, while Part Three deals with community use and its regulation.

Recreation workers will find this study a valuable contribution to the literature of the community center movement. There is need for more studies of this kind which will present a vivid picture of what is really going on in our school centers and how they are meeting human needs.

School Athletics in Modern Education

Edited by E. Dana Caulkins. Wingate Memorial Foundation, 57 East 56th Street, New York. $2.00.

THE Wingate Memorial Lectures for 1930-31—a series of lectures given each Saturday morning for teachers of athletics in the New York public schools and other students of athletics—are now available in published form. The subjects covered by well known physical education leaders, athletic coaches, physicians and other outstanding leaders, include Athletics and Education; Athletics and Health; Special Problems in School Athletics; Base-

ball; Basketball; Fencing; Football; Golf; Handball; Lacrosse for Schoolboys; Riflery; Skating; Soccer; Speedball; Swimming and Diving; Tennis, and Track and Field.

Recreation workers will find this compilation exceedingly practical.

THE FIRST THREE HUNDRED BOOKS FOR THE CHILDREN'S LIBRARY. Selected by Clara Whitehill Hunt. The University of the State of New York Press, Albany, New York.

This selection of books is intended as the foundation collection for the children's shelves of a public library. Three hundred titles are given in the list. Here are the great books on which generations of children have been nourished and which no child of today should miss. Here are books for tiny children, for older children, and for boys and girls in their early teens. Poetry, fairy tales and "fact" books; books new and old; stories of home, school and out-of-doors; thrilling adventures; tales of "far away and long ago" are included. The experience of many children's librarians during many years of contact with all sorts and conditions of children has been put into this selection. The list is not graded, but suggestions are given as to the ages to which the books will generally appeal.

THE RECREATION KIT, 27. New Games and Home Made Puzzles. Edited by Katherine and Lynn Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

Here are puzzles of all kinds—in wire, string, leather and wood with notes on the equipment necessary. There are games, too, from the Rohrboughs' inexhaustible storehouse.

THE RECREATION KIT, 28. Progressive Skill Game Party and Hallowe'en Resources. Edited by Katherine and Lynn Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

Innumerable Hallowe'en stunts are to be found in this, the latest edition of the Pocket Magazine of Social Recreation. There is also a Progressive Skill Game Party describing activities of many kinds.

THE CHILD FROM ONE TO SIX. Children's Bureau, United States Department of Labor, Government Printing Office, Washington, D. C. Publication No. 30. $.10.

The care and training of the child are discussed in a very practical way in this valuable pamphlet. One chapter is devoted to play as a way of learning, and the importance of backyard equipment and activities is stressed.

BASKETBALL GUIDE AND NATIONAL OFFICIALS' RATING—1931-32. Spalding's Athletic Library. No. 17R. $.25.

Recreation workers will welcome the announcement that there is now available a basketball guide for girls and women as adopted by the Women's Athletic Editorial Committee of the American Physical Education Association. In addition to the rules, which include a few changes, there are a number of articles and a chart on basketball technique.

CHARACTER EDUCATION BY STATE AND CHURCH. By Harold S. Tuttle. The Abingdon Press, New York. $1.50.

In this volume Professor Tuttle sketches in simple outline the ways in which the State may cooperate in the cultivation of the religious life of the child and the ways in which the Church may stimulate and utilize such assistance. He sets forth the rapidly developing movements in the schools along the line of character education and tells what various states are doing. Practical references and sources of information are cited.

THE DOORWAY TO NATURE. By Raymond T. Fuller. The John Day Company, New York. $2.50.

Here is a guide for anybody, whether child or adult, whether living in the city, the suburbs or the country, who wants to proceed by easy stages to an understanding of the mysteries, the beauties and the whimsicalities of the outdoors. The author lists and describes fifty plants and fifty insects everyone should know and tells how to identify the wild flowers and how to go auto-camping and hiking.

"1000 AND ONE." The Educational Screen, Inc., 64 East Lake Street, Chicago, Illinois.

The Educational Screen presents the eighth edition of the Blue Book of Non-Theatrical Films, the purpose of which has been to include within the necessary space limitations all the new and worth while material possible, together with all films from previous editions that are still most actively circulated. The films are classified under such subjects as travel, entertainment, athletics and sports, and many others. Information is given regarding the number of reels in each film with a brief review and comment on the film, and information regarding the distributor.

PLANNING THE OUTDOOR SWIMMING POOL. Lindon J. Murphy. Bulletin 108, Engineering Extension Service, Iowa State College, Ames, Iowa.

This pamphlet presents a concise statement of the principles entering into swimming pool and wading pool construction and a discussion of water purification. It is profusely illustrated with photographs and plans.

PATCHWORK PLAYS. Rachel Field. Doubleday, Doran and Company, Inc., New York. $1.25.

This collection of plays for children includes *Polly Patchwork, Little Square-Toes, Miss Ant, Miss Grasshopper, and Mr. Cricket, Chimney Sweeps' Holiday,* and *The Sentimental Scarecrow.* Three of these may be played out-of-doors.

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Can We Afford Recreation Now?

INCOME is lower. Taxes are higher. The need for relief in food, clothing, shelter, is greater. Wisely or not — everyone is cutting expenditures, looking for a place to cut. City governments and taxpayer's associations are no exception!

A bankrupt city or nation must cut all expenses. But where a city is not bankrupt, what then? Shall we in modern cities cut first the play of our little children? Shall we begin there? Play for children is life, growth. Play is the most characteristic activity of childhood. Only so far as a child plays is he really alive. Play is the most important means for the education of the child. Shall the first reduction be at the expense of our children's life and education? If so, our bankruptcy is more than financial. It is spiritual and cultural.

Where the emergency is great, schools and playgrounds must, of course, economize as well as firemen and policemen. But there is no economy in closing playgrounds and adding more policemen and filling our hospital beds with children injured in street play.

And what about those who know the "bitter leisure of unemployment"? There is often no use in seeking for work when there is none, when the soles of the shoes are already worn through. There is leisure more than ever has been known before in the history of the world. Men have "hungers" for music, drama, for making things with their hands, for games, for being together in a social way. Shall these hungers be denied at a time like this when there is no money to buy?

Is it better that idle upon the street corner men shall stand, and women, too, and gloom meet gloom? Or is it wiser to leave open our recreation centers where the unemployed and their families may come for a warmth that is more than physical, where they can know activity that brings at least a measure of happiness, where there is good comradeship and cheer, where the passing of time is forgotten?

Members of city governments — choose you whether you will be wise and long visioned or shortsighted in your economy. For every act of folly is costly.

And God knows that in a world like ours today full of unreasoning fear and despair — there is even greater need of good cheer and morale than in the days of the World War when the United States expended nearly two hundred million dollars for recreation.

Make every economy possible in recreation expenditures — yes, but we may well be careful how we close our schools, our playgrounds, our recreation centers, which stand for the reconstructed future when normal living shall again prevail.

Take a few cents out of the tax dollar for recreation, and what is left is worth more than the whole tax dollar was before.

HOWARD BRAUCHER

Winter Days

H. Armstrong Roberts

"There is nothing more rare or quite so nearly perfect as a clear, crisp, sunshiny day in midwinter. The winter storm gods have never been excelled as landscape architects. They decorate the countryside in a coat of virgin white which, charming in its very simplicity and beautiful in its spotlessness, is a sight for any eye. Especially does the beauty of the wintry landscape appeal to us after a fresh fall of snow. This spreads the walls and fences with a fluffy white frosting and drapes the trees of the forest with festoons of exquisite loveliness. And this beauty is further enhanced if we view it at sunrise when the face of Nature takes on a delicate tint that renders it more charming than when seen under the broad light of noonday."—*W. Dustin White in The Book of Winter Sports.*

The Development of Personality Through Leisure

By MARIA LAMBIN ROGERS

A brief stock-taking of a few of our social factors.

Mrs. Rogers speaks from a background of rich experience in the leisure-time field. She is author of a recently published booklet entitlet "A Contribution to the Theory and Practise of Parents' Associations."

"WE want fullness of life in America for the average man."

In the past forty years vast recreation enterprises have been set up in the United States, the avowed purpose of which is to afford the average man opportunities for fullness of life. Between purpose and achievement, however, a vast gulf lies. Particularly in any sociological undertaking is this true. We recreation workers cannot too often take stock of what is being done, of what is yet to be accomplished and of the social factors in our civilization which threaten the successful accomplishment of our dreams. Many considerations must enter into such a stock-taking, some of which are outlined in the succeeding paragraphs.

Perhaps it will help us to orient ourselves toward this subject if we consider briefly another pressing social problem which we are all thinking about today, namely unemployment. We are confronted continuously with explanations of its cause, of its unfortunate psychological and social effects, and with plans for its solution, some superficial, some aiming at permanent cure. A few speakers and writers take the position that it is a natural economic ill which will right itself and no effective social action can be marshalled to solve the problems it presents. Suggestions infinite in number are made for dealing with the poverty it causes. Some want immediate charitable relief without regard to the standards of family rehabilitation which have been slowly formulated through forty years of work by the family welfare societies; others, temporary odd jobs; some, the collection of funds to give heads of families part time employment and thus save their self-respect; some, the pushing forward of public works. Then more fundamental reforms are advocated, such as the extension of mothers' pensions to save children from the evil psychological effects of insecurity and enforced poverty, the development of State unemployment insurance, and so on. We hear discussions of the psychological effect of unemployment on the children of the family and its connection with juvenile delinquency and adult anti-social attitudes. And we have long scientific and unscientific dissertations on who is to blame, colored according to the political or economic biases of the writers.

I have named only a few of the vast social ramifications of this pressing problem into which we have recently been plunged and towards which the energies of the country are turned in an attempt to find temporary or permanent solutions. I have done this because I thought this problem, which is current news at the moment, would well illustrate the social importance, the magnitude and the complexity which confront us when we begin to discuss the problems concerned with leisure time. The analogy may be pushed even further: the way in which each individual spends his leisure time affects him as profoundly psychologically as the loss of his work in a period of unemployment affects his living conditions and his future economic security. And the opportunities for healthful and happy use of leisure time are

of as much social concern as it is generally acknowedged that unemployment is. Each subject is a challenge to our best, most scientific thinking, and to our ability to work together intelligently toward the solution of the many probems they indicate.

The subject of leisure time should be approached from a broad philosophical point of view. So far, no definitive solutions have been formulated for lack of adequate data on which to form conclusions and make recommendations. There are, it is true, plenty of discussions of leisure time problems in magazines, the newspapers, the pulpit, classrooms and forums, but accurate scientific studies of the problems involved are very few. Practically every solution advanced is a rationalization of the individual writer's or speaker's prejudices. The subject is still in the stage where anybody's generalization goes, provided it is presented with sufficient force and skill to arouse conviction.

"Nothing can stay the rapid mechanization of industry and the arts, for this is in the direction of easier living. Along with this must come greater leisure, though, as we are already aware, this increased leisure can hardly be realized without a drastic reorganization of our economic system."—*Professor Arthur H. Compton*, Nobel Prize Winner.

Factors in the Modern Leisure Time Problem

No solutions therefore will be presented in this article. I shall merely call attention to some of the factors which enter into the leisure time problem in modern society and indicate some of the experiments which seem to be contributing towards solutions.

First among the factors to be considered is the physiological and emotional nature of man. Play for the child and recreation for the adult have a definite physioligical and psychological function. When the child or the man is deprived of them he suffers from lop-sided development of the intellectual faculties at the expense of his other faculties. Man is not only an intellectual being. He has four equally important functions — feeling, sensation, thought and imagination, all of which must be developed if he is to have physical and mental health. Our civilization today does not provide for such all-round development. Quite the contrary. The psychoanalyst, Dr. Carl Jung, has made what I think is the best statement of this situation: He says in *Psychological Types*: "We possess today a highly developed collective culture, which in organization excels anything that ever existed, but which for that reason has become increasingly injurious to individual culture." By which Jung means development of all the individual's capacities, feeling, sensation, thought and intuition or imagination. "There exists a deep gulf between what a man is and what he represents, i.e. between the man as an individual and his function-capacity as a collective being"—that is, his contribution as a member of society. "His function is developed at the expense of his individuality." "But," he continues, "this onesided development must inevitably lead to a reaction, since the repressed . . . functions cannot be indefinitely excluded from . . . life and development. The time will come when the cleavage of the inner man must be resolved and the undeveloped (functions) granted an opportunity to live."

It follows from this that in his leisure time man must pursue activities which resolve this cleavage and give him an opportunity to exercise his repressed functions. If no such outlets are provided by our social institutions, and man is valued only for the work he does, the repressed functions show themselves in violent anti-social activities, such as revolutions, crowd and mob behavior of various kinds with which we are familiar, in crime and delinquency or in neuroses and psychoses, where the conflict is wholly internal. For those who are interested in a more detailed study of this type of human behavior, I recommend Everett Dean Martin's *Behavior of Crowds*, where the mechanisms, of this kind of release from repressions are fully described.

Development of All Functions Essential

This development of all the functions of man must begin in childhood. Such play habits must be built in early life so that as an adult, man can derive the maximum satisfaction from his recreational life. There is, therefore, a close connection between the type of education to which a child is subjected and the kind of recreational activities which he will embrace as an adult. The old-fashioned

academic education dealing only with subject matter to be crammed into the child, affording no opportunities for training in active participation in group-life, in making things, in exercising the imagination and expanding the emotional endowment, while all the time the child was held almost inert in a school room with nailed down seats, was perhaps the worst possible preparation for a life of well-spent leisure. The child who does not know how to use his body will not enjoy dancing as an art when he grows up; the child who is afraid of spontaneous self-expression will not dare to play a trap-drum just for the fun of it when he is older; the child who has not painted seriously will not pursue this subject as an amateur in later life. Do not accept these generalizations as dogmatic and final, for exceptions to all of them are a matter of common observation, but these are the logical inferences to be drawn from the physiological and psychological data at present available. The fact that there are exceptions simply bears out what I said above about the paucity of scientific data on this subject.

We can be quite certain, however, that the early education of the child has a definite bearing on the ways in which he will spend his leisure time as an adult. It is evident from this that one solution to the leisure-time problem is bound up with the spread of the so-called progressive education movement to all our educational systems, public and private, which must learn to take the child's needs as their starting point and not a certain amount of stereotyped subject matter to be crammed into him in the shortest possible time. The more children are given the advantage of that type of education which makes large demands on initiative, imagination, participation in activities, independence of thought and judgment, the more demand there will be in adult life for leisure time activities which are rich in imaginative content and release the initiative and resourcefulness of the individual. But fascinating as this picture of a world automatically made over by modern education may be, it is too delightful to be true, and a serious study of leisure time problems must take into account other factors, factors which are basic and will yield with more difficulty to social change.

"It is reliably stated that the increase of the working man power of machines in America has increased since 1900 about 1,100 per cent while the population has increased but about 50 per cent. It is estimated that we have machines in such numbers that their maximum potential power capacity is equal to 700,000,000 horses, and reckoning one horse equal to eight men it can be said that our machines can do the work of 5,600,000,000 adult working men. All this tremendous machine power is not being utilized at maximum capacity, but is said that 'Americans get from their machines work equivalent to the labor of about 690,000,000 adult workingmen toiling ten hours per day, 365 days in the year.'"

The Influence of Machine Production

The first and most important of these is an historical fact — the change wrought in the rhythm and character of our lives by the Industrial Revolution and machine production. In the opinion of many writers the change from a handicraft to a machine economy has actually created our modern leisure time problem. Previous to the machine age, they say, the mass of men worked together and spent their little leisure time together in small village groups. Forms of recreation were traditional. They were folk-dancing, folk-songs, and seasonal festivals the outgrowth largely of religious observances which had been secularized. Indeed, many of the recreations were actually religious, as we find among primitive peoples today. The Indian dances in the South West are one example, the modern fiestas, half religious, half secular, to be seen in Mexico, are another. And these traditional forms fully released all the energies of the individuals who participated in them. They called on physical prowess, they had deep emotional significance; they appealed to the imagination and to aesthetic appreciation. In some subtle and obscure way, those who participated found energies exhausted in work completely renewed.

But the machine age has changed all that. It has divided the day into strictly defined intervals of work and of leisure time. Furthermore, the machine, by speeding up production, has conferred on the masses immense increases of free time. This stupendous increase in the amount of leisure came at a time when the

population was crowding into cities, thus destroying the old village work-and-play-groups and the traditional play-forms rooted in them; at a time when the real wage was mounting and everybody had more money at his free disposal than ever before in the world's history. What happened could have been predicted, taking into account the intense emphasis on commercial development in that period. Commercial enterprises for separating the man and his money during his leisure time sprang up every where and expanded as fast as the spending power of the nation permitted. By 1910 in this country, where machine production is practised most whole-heartedly, these commercial amusements dominated the field of leisure time activities.

"Control of natural forces by means of machinery has brought to humanity the possibility of an amount of leisure from which the mass of men and women in the past were hopelessly shut out. At the same time, popular amusements and recreation have been seized upon as means of financial profit. The combination of these two facts has created what may be truly called a crisis in our national moral life. A new conception of the uses of leisure has to be created; boys and girls need to be instructed so that they can discriminate between the enjoyments that enrich and enlarge their lives and those which degrade and dissipate."--*Dr. John Dewey, The New York Times.*

Commercial Amusements

But here it is important to make the point that what these commercial enterprises offered was not the old, intimate, physiologically and psychologically satisfying experience, which we term "recreation," but amusement and entertainment, which are quite a different thing. Whether different in kind or in degree we are as yet ignorant. The psychology of recreation is an almost untouched field.

To make clear what I have just said, it is neecssary to define these three words: recreation, amusement and entertainment, as accurately as our present knowledge permits. Recration in its earliest meaning was literally re-creation, a new birth. In a more limited sense it was used as we now use convalescence, a recovery from illness, a restoration. To Dr. John Dewey we are indebted for our best definition to date of recreation in psychological terms. He says that, "the service of recreation is to engage and release impulses . . . (through active participation) in ways quite different from those in which they are occupied and employed in ordinary activities." The drive towards participation comes largely from within and its expression is spontaneous, free and individual. Dewey adds, "Such recreations add fresh and deeper meanings to the usual activities of life." They utilize drives and powers not expressed at all or only partially in work, the expression of which reveal to the individual a new aspect of himself. Amusement and entertainment do not demand this inner drive and do not lead to self-revelation. They are responses to stimuli from outside. Amusement is the sensation one gets when an outside stimulus like a roller coaster is applied. Entertainment contains elements of appreciation such as are called forth by listening to grand opera or looking at paintings. * Now the commercial amusements are organized to supply opportunities for amusement, to some degree for entertainment, but certainly not for self-revelation. If self-revelation is derived from participation in any one of them, it is an individual accident. A glance at a list of these amusements will make this contention clear without further argument. They include dance halls, poolrooms, amusement parks, carnivals. professional hockey, baseball and football and other sports, cabarets, theatres, vaudeville and burlesque. Radio and Tom Thumb golf are recent additions.

It is generally admitted that opportunities for self-revelation in work have been cut down by machine processes and that they are not now so common as they were in the handicraft age. Therefore it is all the more necessary that the individual should have these experiences in his leisure time. But what has happened in the twentieth century is that the leisure of modern man is spent going from one commercial amusement to another, and that his leisure time has therefore become what Prof. L. P. Jacks calls "deviltalized." To put

*A definition for which I am indebted to Dr. Jay B. Nash of New York University.

it another way, the rich heritage of recreational opportunities which man has enjoyed for untold centuries has been lost and nothing has been put in its place which is equally satisfying physiologically and psychologically. With his ancient right to self-expression thus lost, man's life has become impoverished and sterile beyond computation. Meanwhile, the commercial amusements flourish, ranking in importance in financial investment, income and turnover with our largest industries, such as steel, oil and rubber.

Enter Publicly Supported Recreation

Until very recently there was no widespread reaction against this situation, but some time after the opening of the century, with the increased knowledge of child nature and child nurture brought by psychology, children's playgrounds sprang up in large numbers throughout the country. Educators and social workers brought home to the public the sterility of opportunities for children's play caused by the congestion of city population and the horrifying discovery that children were fast forgetting how to play in the sophisticated atmosphere of the time. When the children's playgrounds were established, it was found that young wage-earners craved opportunties to play also and they invaded the hitherto closed school houses, and gymnasiums and park field houses for their use were built by municipalities at public expense. Then another surprising discovery was made. Adults, too, desired opportunities to do more spontaneous things than the commercial amusements permitted. They liked amateur theatricals, handicrafts, amateur painting, participation in sports and a hundred other activities. Enormous expansion of private and public recreation systems was the result, in which wide opportunity was offered for all forms of play and recreational activities for children and adults. The supply does not keep pace with the demand. And it was discovered that such healthy participation in activities really refreshed the workers and sent them back to their jobs with renewed vigor. In other words, practise bore out the theory alluded to above. States, too, through State park systems, are helping to provide for the recreational needs of the people. Admirable beginnings have been made by the State park system of New York, by California in the use of State lands for marvelous family camps, and by many other places throughout the country with which you are all familiar.

Courtesy "Parks and Recreation"

Then came the public recreation movement and the opportunity for participation for all.

In this all too brief summary of the factors entering into the leisure time problem, mention must be made of the part played by city planners and the new housing experiments. The city planners are insisting that any proper city plan make wide provision for space for play and recreation. The new housing experiments are pointing the way to private provision for play and recreation for the children of the community and for the adults. They

have already demonstrated that the community which has these opportunities is happier and more content with life than the ordinary city dwellers within high walls, who have no tennis courts or baseball fields at their backdoors.

To sum up, the future character assumed by our American civilization rests in no small measure upon the workers in the recreation movement, by which I mean not only the professional staff but those devoted men and women who give hours of time and energy to discussion of policies, to raising money and lending prestige to the work.

Well-informed Leadership Vital

We want fullness of life in America for the average man. Fullness of life depends on integration of thought, sensation, feeling and imagination. That integration must begin in childhood, or rather, children must not be robbed of it through educational methods founded not on their needs but on irrelevant opportunism. A beginning towards this kind of education has been made in some of our progressive schools. Therefore, the workers in recreation movement are vitally concerned with the development of progressive education. I should like to see this relationship made more explicit and see an interchange of opinion and experience going on between these two groups all over the country.

Recreation workers are also closely concerned with the developmnt of city planning, which has just begun to catch the imagination of our population. They are concerned, too, with the development of the housing movement by means of which the majority of homes will be provided with more adequate recreational facilities than has been the case in the past and thus be enabled to supplement the work done in the recreation centers. Recreation workers are concerned with following the findings of modern anthropology and psychology. In the anthropologists' study of primitive people recreation workers can learn how man in previous civilizations has solved his leisure problem, for it is a problem as old as life. Modern psychology will give him the scientific basis for his work. It will enable him to plan programs with increasing scientific precision. When the recreation movement started forty years ago, we had little scientific basis beyond the writings of Froebel, Schiller, Gross and James. Today we have a host of child psychologists and research bureaus and the remarkable investigations of Jung, Freud and Adler to aid our work. Jung has gone beyond Schiller and made his 18th century contribution to this problem more precise.

Indirectly the recreation workers are also dependent on the new movement of parent education by which parents will be taught more about the fundamental needs of childhood and human nature and will be led to a more adequate appreciation of recreation work. A sound basis of parent understanding will make possible more generous community support for recreation enterprises and will enable the workers to erect and adhere to higher qualitative standards of work, thus diminishing the emphasis on numbers which has characterized so many recreation institutions in the past.

Workers in recreation are more baffled than workers in other branches of social work. That is because theirs is the most difficult, the most all-involving of the social arts. Theirs is the life art. Through it a new level for our group life may be attained. The movement towards this new level of human life is involved with the very foundations of our society. To realize that great issues are involved in recreation is a dynamic experience, but it also makes us challenge and scrutinize continually our programs and our methods, our knowledge and our faith in a glorious future for American culture, which will approximate on the aesthetic and imaginative side, what we have already accomplished on the economic and intellectual side.

"It has been pointed out that individuals tend to take their recreation second-hand through watching, listening, riding, rather than through the more rewarding form of active participation. Taking the population of the country as a whole, we find 30,000,000 listeners a night, 50,000,000 movie admissions a week, 35,000,000 copies of newspapers and tabloids a day, 15,000,000 popular magazines a month, and a pleasure motoring bill of $5,000,000,000 a year. The total costs of leisure-time activities run to $21,000,000,000, or about one-quarter of the national income. Approximately half of it is mechanized. The battle is joined between genuine and rewarding uses of leisure, and what may be termed watching or pulling the levers of jumping jacks."—*Stuart Chase.*

Courtesy American Rolling Mill Company

Winter hikers establish feeding stations for the birds in the heart of the woods.

Forest Activities for Winter Recreationists

By MARIE F. HEISLEY
Forest Service
U. S. Department of Agriculture

Trees with their blankets of snow, animal tracks, winter buds - await the coming of cold weather hikers.

THE woods in their winter dress are just as interesting as they are at other seasons and hold almost as many pleasures for the recreation seeker. In those parts of the country where cold and snow are the order of the winter days, the forests and woodlands form the setting for many of the various winter sports that are now in full swing. Even though you do not participate in any of these sports, however, you may find pleasure both in the snowbound forests of the North and the open woods of the South.

Now that trees are bare and the undergrowth has died off, you may get many more glimpses of the wild forest denizens, and more easily follow them to observe their habits of life. Animal tracks in the snow will tell stories — sometimes tragic — of forest life. These tracks may also give you the thrill of following some wild creature to its home. If for no other reason, however, the forest is fascinating in winter because of the trees themselves.

At this time of the year the evergreens come into their own, making pictures of beauty in their dress of dark rich green or with their blankets of snow. The hardwoods, too, show off to good advantage. The beech now best displays its smooth gray bark and delicacy of outline, and the paper birches stand out in fairy whiteness. The oaks rise somber in their mantle of red brown leaves, while here and there in the winter woods the holly delights us with its crown of shiny green leaves and red berries.

Skating, skiing, tobogganing and other snow and ice sports have a great fascination for many and justly so, but there are other winter activities which should have their place in the program. A winter walk in the woods is different from a walk at any other time of the year. It has a charm distinctly its own.

Tree Study on Winter Hikes

Perhaps one of the first things noticed about trees on a winter woods excursion is the difference in their shapes, or outlines. Some may be regular, others extremely irregular. Some trees stand very straight, while others are drooping and graceful. And, too, all trees do not branch alike. Some have straight trunks extending upward to the tip, with branches growing out from the sides; others have a main stem that divides into numerous large

branches. The former are said to be excurrent and the latter deliquescent. The deliquescent form is most common among hardwoods, while most of the conifers, or evergreens, are excurrent.

Another feature of trees very noticeable in winter is the bark, which is especially interesting because it is so varied. It differs widely in the various species, on old and young trees of the same species, and even on the branches and trunk of the same tree. On some trees it is hard and smooth, like that of the beech; on others, such as white ash, it may be deeply furrowed. On the shagbark hickory the bark separates into loose strips, while the bark of paper or canoe birch, peels off into thin papery layers. Bark occasionally becomes ridged and corky, like that of the yellow poplar or tulip tree, and the cork elm.

The color of the bark is frequently very distinctive; for instance note the white, brown, pink, and yellow of the different birches. The white oak gets its name from its light gray bark. Another tree with a distinctive bark is the sycamore, or buttonwood, which is one of the most easily recognized and attractive inhabitants of the winter woods. Its bark is gray and brown and breaks off into thin brittle plates, giving the tree a mottled effect.

Some trees develop thorns on their stems and branches. The honey locust is one of this sort. It has also another characteristic, very noticeable in winter, which it shares with a number of other species, in that its bean-like fruit may cling to its branches all winter long. Some other trees having this means of recognition are the red gum, sycamore, catalpa, and the paulownia. The yellow poplar may also hold its fruit well into the winter, and when the seed is finally scattered the empty seed cups remain standing upright on the tree.

Los Angeles County, Calif.

He who travels unbeaten paths, who goes where Nature has hidden her winter wonders amid ice and snow, will have glimpses of rare beauty.

One of the most interesting features of the trees at this season is the winter buds. These buds are formed in the summer during the growing season and are found at the tip of the twig or stem, and along its sides. They contain complete branches in miniature which develop in the spring into a new crop of twigs. If you open a bud in winter, you will find the little leaves and possibly a cluster of minute flowers warmly tucked away from the winter's cold. Winter buds vary greatly. In shape they may be slender, flat, oval, pointed, or round. They may be smooth, rough, downy, or sticky; covered with scales or naked; and they may differ in color from pale yellow to inky black. The horse chestnut has a most distinctive bud. It is large, brown, and covered with a gummy substance. The reddish-brown buds of the beech are lance-like and pointed. The buds of the red maple are rounded and red, while those of the sugar maple are slender, pointed and brown.

Sugar From Trees

In the very late winter, beginning with the first warm days that herald the coming of spring, the sap begins to stir in the trees, for the little

root hairs growing at the tips of the rootlets renew their work of collecting water from the soil. This water holds in solution various substances, mostly mineral, which form a part of the tree's food supply, and is gradually drawn up to the topmost twig, moving more rapidly as the temperature rises and slowing up as it drops. This movement of the sap continues all through the growing season until the time when the trees once more resume their winter sleep.

With the first flow of the sap comes "sugar weather," that time of the year when the farmer taps his maple trees for their sweet fluid. It begins in late February or March, and continues from four to six weeks, or until the buds begin to swell. If you live in a locality where maple sugar and syrup are produced, it would be good fun to pay a visit to a sugar orchard. There you may see the tapped trees and the sap dripping from a spout inserted in them into a bucket hung beneath. The farmer may even let you help him empty the buckets and take the collected sap to the boiling house. Best of all he may generously give you samples of his maple products. Although persons living in the Northeastern and other northern States may seem to have a "corner" on maple sugar and syrup, maple products are obtained in commercial quantities in some southern and middle western States, and in fact, may be taken in any locality where the sugar maple or its close relative, the black maple, is abundant.

Forest Study Clubs

Organization of a forestry club either of young people or adults is an interesting community activity. Meetings may be held once or twice a month, an indoor meeting alternating with a field trip. Early in the year is a good time to form a club of this kind. The program may be begun with a general survey of forests and forestry in the United States or with a study of wood from the forest to the finished product. If you live in a wooded region, field trips may be made to the forest, where winter lumbering operations may be in progress. It would also be interesting to visit a sawmill. During the winter specimens may be collected of the various kinds of wood found in the locality, and they may be labeled and mounted for exhibition purposes. Since winter buds lend themselves to study and experiment, the collection and observation of buds is another good club project.

A forest study club can be carried on throughout the whole year with activities varied for each season. Information about how to form a forestry club and suggestions for club study are given in "Forestry Clubs for Young People," Miscellaneous Publication 45 of the Forest Service, U. S. Department of Agriculture. This publication contains useful hints for leaders of 4-H forestry clubs, school clubs, Boy Scouts, and other recreation groups carrying on nature activities. It may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., for five cents a copy.

Forestry Dramatics

Another interesting way to present forestry subjects in your community work is through the medium of dramatics. Forestry playlets, masques, or pageants require only very simple settings which can be made by the persons taking part in the performance. A booklet, *Forest Songs and Playlets,* published by the State Forester at Salem, Oregon, contains two playlets, "The Trial of Forest Fire," and "The Camp Fire," that are easy to produce. The American Forestry Association published in some of its Forest Week material a pageant, "A Year in the Forest," by Viola Offut. Information about this pageant can be obtained from the American Forestry Association, 1727 K Street, N. W., Washington, D. C. The same association has prepared a masque, "The Forest Fire Helpers." "A Masque of Conservation," by Constance D'Arcy Mackay, is somewhat more elaborate but will make an effective performance. This masque is found in *The Forest Princess and Other Masques,* by the same author. The book is published by Henry Holt and Company of New York. Of course a forestry or nature study group may write and produce its own forest play.

Forestry Songs

Why not learn some forest songs during the winter evenings? Most people love to sing and there are many forest songs that can be sung to well-known tunes. Two such songs, "Made of Wood," sung to the tune of "America, the Beautiful," and "On Forest Land," having the air of "Maryland, My Maryland," are to be found in the *Program for the Observance of Forest Week* (M-5071) prepared by the United States Forest Service for the use of schools, clubs, and like organizations. Copies of this folder may be obtained free from the U. S. Forest Service, Washington, D. C. The booklet, *Forest Songs and*

(*Continued on page* 639)

Adventures in Winter Sports

By RUBY M. JOLLIFFE
Superintendent Camp Department
Palisades Interstate Park

An initiation into the joys of winter camping

Courtesy "Child Welfare"

Skating—skiing—tramping over snowy trails—and then the grateful warmth of the camp fire!

To a multitude of people who have had happy and fortunate summer camping experiences there is magic in the sound "winter camping." To get away in winter as in summer, to be out-of-doors, to enjoy all the rare pleasures which winter time in the woods offers—that is the hope and ambition of good summer campers. To others this picture brings a shiver, a vision of half-cooked foods, smoky fires, cold rooms and shivery nights, with the wind singing—or is it whistling—through the cracks in the walls and snow sifting in beneath the doors! It is unfortunate when a would-be enthusiast has the latter experience.

The Art of Winter Camping

Winter camping is an art to be learned like any other art and requires patience, technical skill, good sportsmanship and, to a certain degree, endurance. If the first three requirements are fulfilled it will not be an endurance test but a test of skill and of adaptability, and winter camping will become one of the most interesting and satisfactory of all sports. One should be as comfortable in a winter cabin as in a summer camp. To be so one must know a few simple things—how to find and cut wood to start a fire in a stove or fireplace or out of doors; how to tend these fires; how to prepare simple but nourishing food with the least expense of energy; how to buy for the meals so as to have enough but not too much; and how to organize the party to equalize the work and keep the machinery hidden but smoothly running. Often in a camping party over a winter week-end some one more experienced than the rest in the culinary art is doomed to stay all morning or afternoon indoors to fuss over meals and tend fires while the others spend their time working up an appetite. They blow in, fresh and rosy, to exclaim to the volunteer cook, "Oh, you missed it!" Or sometimes no one stays in to tend the fires and to cook and every one comes back to dead fires, cold cabins, and unattractive, raw foodstuffs, which no magic has prepared. A happy medium keeps every one happy. Camp should be kept clean and the meals should be well cooked, but the work so planned that each one does his or her share and does it cheerfully and happily. If duties are properly assigned—hauling water, tending fires, cooking, cleaning up and burning garbage—there will be no drones

and no queen bees in the hive. When this art of winter camping is learned, there should be a maximum amount of fun and a minimum amount of drudgery.

For the thorough enjoyment of outdoor sports, it is essential that some time and thought be put upon the question of clothing for winter. Keep warmth and comfort in mind, but do not forget that camp clothes can make or mar. There is no reason why they should not be chosen with a view to color, neatness and attractiveness, just as city clothes are chosen. The modern, bright-colored ski costumes are attractive on some figures; so also are knicker suits, with flannel shirt, cap, leather coat, windbreaker or heavy sweater in contrasting color. Wool hose are essential and should be terminated by low heeled, comfortable sport shoes. A five inch shoe protects the ankles and is less cumbersome than the high shoe. Crepe soles are very satisfactory and in any case the heels must be low to avoid accidents. There is a waterproof shoe on the market—a combination of rubber sole with leather top—which, however, is rather cumbersome. The regular hiking shoe can be treated with various preparations or with paraffin and oil and be made fairly waterproof. The danger with these methods is that ventilation is apt to be entirely cut off from the foot.

Then Comes the Fun!

And now for the real fun outdoors. Perhaps the most popular of the outdoor sports and one of the most thrilling is tobogganing. It can be enjoyed by any one who will observe a few simple rules of common sense and safety, and avoid foolhardy attempts at showing off. One would think that the thrill of the descent would be more than counteracted by the long trail one has to climb to the top of the hill, carrying a toboggan; but evidently this is not so, for again and again the trip up and down is made.

The art of snow-shoeing is soon learned and then there is great sport in store, especially when the snow is deep and light and the trails in the woods are most alluring. To enjoy this sport shoes at least five inches high and with low heels must be worn. Snow-shoes must be properly adjusted, and once the stride is learned, the overlapping of shoes as you walk and the proper way to turn around, you are ready to take a good hike in the woods. Of course here many difficulties will be encountered such as going up and down hill and over rocks, but if there is sufficient snow, lots of pleasure can be had in a snow-shoe tramp.

Courtesy "Parks and Recreation"

Somewhat similar, but with additional thrills in hilly country, is skiing. Once the level tracks on cross country runs have become easy there are always the tantalizing delights ahead of bigger and better hills to conquer. Very few amateurs ever aspire to the high ski jump, but whether one succeeds in this or not, there is a fascination in watching real skiers as they make the high jumps.

Bob-sledding is exhilarating, too, especially where just the right hills are found. Bob-sled racing has all the feverish excitement of other perilous races. Once you are off—away you go. It's great!

Skating requires the most practice and once it is learned the bumps and shocks that tire you out are forgotten in the delight of perfect rhythmic exercise. Those who have always skated on indoor skating rinks have yet the greatest joy to look forward to—that of skating over the smooth surface of a lovely mountain lake, no traffic to steer through, only silent, snow-clad hills round about. Nothing in the world of sport is more invigorating and recreative. Skating requires good personal equipment. Skates must fit well, be moderately sharp and should be bought with comfortably fitting shoes. Wool stockings should always be worn and if a second pair is worn—skating socks for instance—they should be a little larger if both pairs are of wool.

In buying skating shoes, try them on over the exact weight sock you intend to wear.

All winter sports to be enjoyed must be entered upon enthusiastically and fearlessly, though not in a foolhardy manner. The element of adventure gives zest to childhood's games and this adventure into the winter woods under winter skies, amid snow-covered trees, is an adventure full of mystery and fun, equal to that of any other season. For those who do not fancy these more or less technical sports, there remain the tramps afoot over the trails which have changed so completely since the summer sun tried to peek through the leafy branches of the trees. Now the views are different, bigger, more magnificent, and every step tells of heretofore undiscovered charms and seemingly new country. Here and there in the freshly fallen snow wee woodfolk have scampered and a battle or a party among them can be traced by their little footprints. Here and there a long thin line indicates the tail of a field mouse dragging between his legs as he scampered into his hiding place. Here are a few feathers and nearby the single footprints of the wary fox as he stole up on his prey. The bunny's peculiar marks suggest a moonlight sonata or a waltz with the fairy folk.

At New York's Winter Playground

One of the most popular winter playgrounds near New York is Bear Mountain. This is in the central part of the Harriman State Park, and here are provided the facilities for all kinds of sports. Toboggans, skiis, snow-shoes and bobsleds may be rented. There are twin toboggan slides down the side of Bear Mountain, ending on the wide playground, and parallel slides which run onto Hessian Lake, where an ice-rimmed runway guides traffic on the ice. Skiis may be used across-country or on two types of jumps—one built for experts and one for ambitious amateurs. Several times during the winter tournaments are held for state and interstate championships, which provide much interest and excitement for sport-loving visitors. As early as Thanksgiving Day the large covered skating rink is open to the public for a small fee. The ice is to be depended upon in all weathers and skating usually continues through the month of March.

Most of the people taking part in these sports or watching them are guests at the Bear Mountain Inn, where good accommodations may be had overnight and where meals are served at all hours. Others come just for the day, since the Park is easily accessible over first-class automobile roads and also by West Shore Railroad, where special rates are offered for week-ends. But those who are experiencing real winter camping are housed in cabins some miles from Bear Mountain. Many of the summer camps have cabins built for winter use and the organizations renting these from the Commission are privileged to use them during the winter. Last year over thirty such camps were open during the cold season. In addition, the Camping Department maintains three furnished cabins which are rented for week-ends at reasonable rates to small camping groups. These campers may come in to Bear Mountain for winter sports, but they generally prefer to use the toboggans, skiis, and snowshoes supplied at the cabins on the less crowded hills and in surrounding woods, and to skate on the open lakes.

It has been interesting to watch the development of winter camping since it was started in the Park ten years ago by the Camping Department, without regular toboggan slides or skating rinks. It has grown by tremendous leaps and bounds until now the Park is open winter and summer, and is making it possible for city people to enjoy its lakes, streams, hills and woods during all twelve months of the year.

Winter Camping in California

Through the Department of Playground and Recreation of Los Angeles, California, winter week-end outings are arranged to Camp Seeley for the industrial groups organized by the Department. The camp, located in the San Bernardino Mountains seventy-five miles from Los Angeles, is on a slope where the snowfall is usually heavy throughout the winter, making winter sports possible. Tobogganing, skiing, sledding, snowshoeing and other winter sports make the outings very popular. The cost of accommodations is nominal. Bus transportation for round trip is $2.50; a charge of $1.50 is made for three meals, while 50 cents is the cost of overnight lodging in a cabin, making the total cost $4.50. Campers bring their own blankets and towels.

Winter Sports

Courtesy Bureau of Recreation, Chicago Board of Education.

If you haven't real skis, barrel staves will provide even more fun for you and everybody!

There's a thrill in winter sports which you'll find in nothing else.

WHAT are cities doing in the promotion of winter sports? Growing interest in this phase of the recreation program is necessitating increased emphasis on providing facilities, and rinks and toboggan slides, meets and winter sports weeks are growing in number wherever the climate permits.

Two Hundred Rinks in Detroit

The Department of Recreation of Detroit has about two hundred skating rinks scattered throughout the city on school grounds, park grounds, playgrounds and public property. In many instances the people of the community throw up the banks, the Department of Recreation floods them, and the people themselves clean the snow from the ice after heavy snowfalls. This plan has been made possible through the cooperation of the Fire Department which permits the Department of Recreation to open fire hydrants and spray the rinks.

On the Chicago School Playgrounds

Ice skating efficiency tests are a part of the January-February program conducted by the Bureau of Recreation, Chicago Board of Education. Through these contests an amateur who is mediocre is given an opportunity to better her ability on the playground ice pond with the instructor acting as coach and timer. Even the finished skater is interested in her ability and likes to test her skill. All age groups are eligible to compete. If any individual succeeds in skating a given number of yards in a given time or in a given manner and performs the required figure skating, she is awarded a medal.

Ski jumping is another popular winter sport. Two old barrel staves, two straps and one red-blooded boy are the ingredients for this concoction of thrills, spills and action! The sport is open to boys under fifteen years of age.

There are also sled meets—one for boys and one for girls. This is one of the most enjoyable forms of recreation for children under ten and twelve years of age. The event usually begins with a towing contest, followed by a push and coast and the shuttle relay. Snow modeling still has its place on the program of the Chicago school playgrounds. The instructors judge the works of art and red, white and blue ribbons are given the first, second and third best modelers on each playground.

Oak Park's Ice Derby

Every year the Oak Park, Illinois, Playground Board holds an inter-playground ice derby with events divided into three classes for boys, girls and young people between the ages of eight and twenty-two. Elimination races are held on each playground and the three winners represent their grounds at the finals. The events include the usual short sprints up to one mile for seniors, backward skating, novelties and relays. Awards of pins, medals and ribbons are given the winners. All the municipal playgrounds are flooded

for skating as soon as the weather permits and there is a large attendance at the rinks. An ice hockey rink on one playground provided for inter-playground contests.

In New Haven's Parks

In New Haven's park system natural water areas and streams are utilized by damming and by building dikes to form areas where ice hockey may be enjoyed. The Park Department maintains these areas to the extent of daily planning where necessary, keeping all dangerous spots posted and enclosed by roping the area off and keeping snow off ponds. (This process is started within an hour after a snowstorm and areas are always ready to use within two hours of the storm.) For the young men for whom ordinary skating offers too little zest, special areas are roped off and natural hockey rinks are formed.

The particular pride of New Haven's winter sports program is the municipal golf course which has a most natural and beautiful setting with a large brook twining in and out among the fairways in the valley of the course. By the construction of a large dam it was possible to make the water area larger and to form a ten-acre lake. A skate house, warming shed and refreshment house have been constructed to accommodate 500 people at one time. Flood lights have been erected so that night skating and hockey may be enjoyed. The house, which is portable, serves as an equipment storage plant in other seasons.

Another branch of winter sports under the supervision of the Park Department is coasting on nine coasting areas. At East Rock Park a beautiful coasting slide is formed on one of the bridle paths.

Duluth an Important Winter Sports Center

Duluth offers facilities for winter play and sports to suit all tastes. Among them are skiing, skating, hockey, curling, tobogganing, snowshoeing, hiking, ice boating snow modeling and dog sled racing. All of these activities are within easy walking distance from the heart of the city.

Over twenty municipal skating rinks are scattered throughout the city, and Duluth also has 2,500 acres of wooded parks with 4,000 acres of city park at its doors which afford fine terrain for skiing, snowshoeing and tobogganing.

Duluth is fortunate in having a natural playground in the heart of the city located in the upper section of Chester Park. Here the devotee of winter sports will find a very fine field house equipped with rest and lunch rooms, a check room and a large fireplace. Within a stone's throw of the field house are the skating rink, skiing and snowshoe trails, a large ski slide and four 600-foot toboggan slides.

One of the outstanding features of the Duluth winter sports program is the wearing of appropriate winter costumes. These colorful costumes lend a picturesque note to the landscape and are worn during the whole winter by devotees of winter sports.

Winter in Winnipeg's Parks

For the children of school age the Public Park Board of Winnipeg provides twenty-two rinks in various parts of the city located on vacant property or on school grounds placed as near as possible to the most thickly populated sections. The average size of the rinks is 80 by 100 feet. Shelters 30′ by 12′ are provided with a wood burning heater. Where space permits toboggan slides are erected for the smaller children. These are built about 16 feet high and have an iced runway 200 feet long.

Minneapolis - A Happy Hunting Ground for Winter Sports Devotees

This year the Park Board of Minneapolis is operating fifty-three rinks on lakes and playgrounds, with twenty-seven boarded hockey rinks and sixteen small hockey rinks for boys' practice games. Eight toboggan slides, especially iced and kept in fine condition, are maintained in four of the city's larger parks. Five skiing slides provide ample opportunity for the devotees of this thrilling sport, and sliding hills are available for small folks on the natural hills which abound in the various parks of the city.

A Ski Club in Dubuque, Iowa

Dubuque has a new ski jump with a recently organized ski club to insure its use under the best possible conditions. The club membership is open to all interested in skiing. Dues are $1.50 per year. This money will be used by the club to supplement the facilities already provided by the city. Use of the ski jump, however, is not conditional upon membership in the club.

NOTE: For much of this material RECREATION is indebted to *Parks and Recreation*, December, 1931.

Ice Skating Rinks

In Ottawa there are two types of rinks. This type has an outside area for general skating.

By E. F. MORGAN
Superintendent of Playgrounds
Ottawa, Canada

OTTAWA, CANADA, is operating twenty outdoor ice rinks this season, eleven of which are for skating only and nine for hockey. Three of the latter, located in neighborhoods where there are not a sufficient number of hockey teams available to justify their being used exclusively for hockey, are used, part time, for skating. Two of the nine skating rinks are one-eighth mile tracks thirty feet wide at which all the speed skating training and competitions are held.

Types of Rinks

There are two different types of skating rinks in operation. These may be termed the "rectangular" of which there are seven and the "oval" of which there are four The rectangular type varies in size from 200 feet to 250 feet long and 80 to 90 feet wide, the larger rinks being in localities where the greatest patronage is found. On all of the rectangular types of rinks a snow area about 80 to 90 feet long, 10 feet wide and two feet high, is left in the center of the ice surface. This considerably decreases accidents due to the congregating of loafers in the center of the ice, criss-crossing and tag playing. It also reduces the work necessary to ice making and cleaning. Very little use is made of the center in any case.

Courtesy Cedar Rapids, Iowa, Playground Commission

The oval types are those that are constructed around the outside of a hockey rink. They are 30 feet wide, all-round, with the inside edge about 10 feet from the boards of the hockey rink. This space is filled in with snow from the hockey rink. The hockey rinks are 180′ by 80′ and are fenced with four foot portable fencing.

Lighting and Equipment

There are two different types of lighting systems for the rectangular rinks. The common type, which is being gradually discarded here, consists of four or

five strings of 100 watt lamps, four or five lamps to the string, across the rink. A rink 200′ by 80′ requires twenty 100 watt lamps, five lamps to the string. The new type, which we have found more satisfactory and which costs less eventually, consists of two 1,000 watt lamps in Duoflood, or similar reflectors, at the center of each end of the rink, about three feet from the outside edge of the ice surface on thirty foot poles.

The oval rinks, around the hockey rinks, are lighted with six 200 watt Benjamin reflectors installed on the six poles which provide the lighting for the hockey rinks.

Portable dressing room buildings are erected at each center, two buildings at each of the larger skating rinks, (250′ by 90′), three at each location where there are combination (oval) skating and hockey rinks and one where there is a hockey or skating rink only. These buildings, single sheet shiplap, are built on 2 by 4 studding with double pitched roof. A partition is erected eight feet from one end of the buildings to provide a check room and storage for coal, hose, shovels, scrapers, etc. Each building is heated by one No. 15 and one No. 10 Quebec heater.

Water services consist of two inch mains, reduced to one inch, with one inch three ply rubber covered hose used for flooding. The general maintenance equipment consists of one large 8′ by 4′ wide hard wood, iron shod scraper to be drawn by horses for removing heavy snow falls; one steel scraper 4′ by 18″ for each rink caretaker, one snow shovel for each man (with as many additional as circumstances warrant to equip volunteer snow shovellers); one light wood, two man scraper 6′ by 3′; the necessary number of 50 foot lengths of one inch hose for flooding, water pails, coal scuttles and similar equipment.

Administration

The skating hours are from 9 A.M. to 10 P.M., weather conditions permitting. The hours from 6 to 8 P.M. are reserved for children under 14 years of age who must be off the ice by 9 P.M. The two skating rinks that are constructed as eight-lap tracks are reserved for speed skaters from 5 to 7:30 P.M. every evening, and each rink every alternate Saturday afternoon, for competitors from 2 to 5 P.M.

Two men are employed at each single skating rink and hockey rink. Three men are employed at the oval and skating rink combinations and four men at the two combination hockey and skating rinks, which are eight-lap tracks. (There is more ice surface at the latter two combinations than at the former).

At the time of writing there are 360 teams registered for practice and game hours at the nine hockey rinks. Thirty-six of these are entered in the hockey leagues conducted by the Playgrounds Department, in which there are eight sections from Light Bantams under 85 pounds to Seniors under 150 pounds, all under 18 years of age. As the hockey season does not open until January 1, 1932, it is expected that there will be 400 teams using the rinks this season.

The greatest success is derived from the operation of the playground leagues. The penalty system in force severely punishes deliberate, vicious, fouling and improper language. Sportsmanship is the keynote of all game activities conducted by the Department, and the game is played for the game's sake. Championship teams are the last consideration.

In the Chicago South Park System athletic fields are conditioned for skating. As soon as there are two inches of frost in the ground, or within a few hours after a sudden drop in temperature, men are on every athletic field, sprinkling either bare ground or sod with lawn sprinklers, frequently moved, to provide foundation ice. The best conditions for use of sprinklers obtain when the temperature is between 10 and 15 degrees above zero. One man is assigned to about six sprays to provide for constant change in the spray locations. In this manner a foundations is built up within 24 hours, and after the foundation is laid two men are assigned to each hose to finish off the surface by hand sprinkling. A hose coupling is flattened to provide a nozzle, or into the round end of the hose a fan-shaped block of wood is wedged to fan out the stream. In the judgment of the South Park officials the ice block should be built up to a 3-inch thickness before the area is turned over to the skaters.

With the weather below zero, South Park experience is that the building up of additional ice by the flooding method is difficult, because subsequent layers may not bond with the underlying ice when they freeze as quickly as is the case at such temperatures. From *Parks and Recreation*, January, 1932.

Health Values of Winter Sports

Sunshine, safety and snow make winter sports a source of both happiness and health.

Hand in hand with the enjoyment which winter sports afford go other values. Of these the health giving properties of exercise out-of-doors are important.

Courtesy Big Pines Recreation Camp, Los Angeles County

These young sculptors in the spirit of true artists pass judgment on the work of their hands.

EVERY facility to provide outdoor recreation for children should be utilized by municipalities during the winter, the Public Health Service of the United States Government has declared, in stressing the need for abundant sunshine in the development of the growing child.

It is of utmost importance that parents recognize the need of outdoor play in winter when short days limit the amount of sunshine and that municipal authorities provide areas where children may coast or skate in safety. The Service recommends that as many hilly streets as are necessary for the use of children be closed to automobile traffic when there is sufficient snow for coasting. Such measures will protect the motorist from slippery grades and confine the children to safe areas, thus reducing accidents to the minimum. Additional information was made available as follows:

The importance of sunshine in child development cannot be too strongly emphasized in our present mode of life. Especially in the cities, where an ever increasing number of families live in apartment buildings and where the movement of traffic renders our streets unsafe for recreation, opportunities for outdoor play become more and more limited.

In winter when sunshine is as necessary as at other seasons, the situation becomes even more difficult. Besides the shorter days, weather conditions tend to discourage pleasure driving and the number of outdoor games which can be played at this season is fewer. In addition, modern machinery makes short work of snow covered streets and traffic demands make fewer streets available for recreation.

It is for this reason that no effort should be spared in providing suitable and safe areas for recreation. Every community should survey the facilities in its environs to determine what grounds can be set aside for playgrounds.

Where ample facilities other than the streets are available it may be more desirable to keep the children off the pavements. In some communities the permanent playgrounds have been utilized for winter sports by the construction of slides or skating surfaces. Where the playground area is

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Courtesy General Electric Company

At the hockey rink at Union College a system of floodlighting has been effectively used.

Lighting for Outdoor Winter Sports

By W. D'A. RYAN
General Electric Company

IT is a proven fract that the greatest recreational value comes from outdoor play, indulged in continually throughout the year. In northern climates this play program naturally involves winter outdoor sports. Such is our modern workaday schedule that only during the evening or after dark hours can many of the adult folks in our communitites take part in these outdoor winter recreations. Just at this point modern illumination comes to their aid.

No doubt the most common winter sport—and one very easily taken care of by the lighting engineer—is ice skating. Municipal park lakes and ponds, flooded tennis court space and other similar areas are admirably suited to this sport. Such areas can be effectively and inexpensively illuminated by means of a few suitable floodlights, of preferably 1,000 watt capacity with diffusing lenses, mounted some 25 to 30 feet high upon poles adjacent to the skating area. A total floodlighting load of from 1/20 to 1/30 watt per square foot of objective area usually proves adequate for ice skating. Color may be readily introduced for special occasions by using colored lenses or inserts with such floodlights.

Ice hockey, as the competitive phase of skating, is becoming exceedingly popular in many sections. The construction and maintenance of the average outdoor rink need not be an expensive procedure. In fact, such rinks are sometimes built over tennis courts, thereby utilizing the floodlighting system for these two sports. A higher intensity of well diffused illumination is needed for satisfactory hockey play. Although floodlights were employed in lighting the Union College hockey rink shown in the picture, yet the use of overhead, span-wire—suspended reflectors presents another effective method of illuminating such areas.

Tobogganing constitutes another form of winter recreation, and these slides are in no way difficult nor expensive to illuminate. At more exclusive winter resorts a fee may be charged for this sport, the lighting of such slides will be likely

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MacMurray College Library

"The Heart of a Clown"—a play which is frequently given by recreation groups in their drama programs.

An Experiment in Drama

By W. D. CHAMPLIN

William D. Champlin, Chief of the Bureau of Recreation, Philadelphia, tells how Elizabeth Hines Hanley, drama specialist on the staff of the Philadelphia Playgrounds Association, developed drama in connection with the recreation centers maintained by the Bureau. Mr. Champlin is enthusiastic over the success of the experiment in his city and wants to see it extended still further.

OUR experiment in drama, conducted so successfully last year, was carried on mainly as a demonstration of its need and practicability from a strictly recreational point of view. It was restricted to the fundamentals of organization, training and production in the fifteen centers maintained by the Bureau of Recreation which has buildings and auditoriums equipped with stages or gymnasiums in which temporary stages could be set up. It was limited also to the indoor period of eight months, from October to June.

The program conducted has resulted in the organization of the Recreation Dramatic League composed of the principals and dramatic directors of the center for the purpose of conference and study. The Recreation Center Players was formed from the same group for the purpose of learning the technique of acting and play production by the practical method of participation in performances as actors and stage workers. Clubs and groups have also been organized in the centers, the members ranging in age from eight to twenty-five, and these members participated in seventy-eight plays. Eleven hundred players took part as members of the casts, while thousands of people enjoyed the performances as spectators. Some of the Christmas plays were repeated three times in order to accommodate the large number of children and parents wishing to see them.

A retaining institute for dramatic directors and others interested in play production was held bimonthly on Saturday morning from ten to twelve o'clock. The attendance was nearly always up to the total enrollment of thirty-two, and frequently over that. As the method of training was that of "learning by doing," a number of plays of different types were cast for rehearsal and informal presentation, with

(*Continued on page* 640)

A Washington Party

A February 22nd party which will take us back to the 18th century with its "elegance and courtesy."

EACH of our holiday parties has a distinct traditional flavor that helps the hostess plan her evening and brings the guests together in the spirit of anticipation that is so necessary to every successful social event. The Washington birthday party has a tradition of charm. It is the time to get out powdered wigs, sew fresh ribbons on the panniered gowns, re-gild the buckles on the satin breeches, and step back into the leisurely old days when elegance and courtesy held sway. In the hands of a skillful leader the party may be a festival of Colonial America in which sentiment and charm mingle with gayety. To accomplish this, the guests should come in costume. These costumes need not be expensive. Many of the pattern companies publish patterns for fancy dress occasions and these nearly always include Colonial costumes.

The master of ceremonies is an important personage in all the accounts of Colonial parties that have been left us. He introduced the guests, organized the contests, and kept everyone in good spirits. There is a story of a Philadelphia colonel who always acted as master of ceremonies and took his position so seriously that he was once heard to reprimand a young lady who forgot her turn in a country dance. "Give over, Miss," he called loudly, "Take care what you are about! Do you think you came here for your pleasure?"

Guests attending smart parties given during the winter months in New York in the eighteenth century arrived in sleighs which, one narrator tells us, "fly with great swiftness and some are so furious that they turn out for none except loaded carts." Dancing was the chief diversion, we are told, but there was also a good deal of card playing and another writer records that he "played button to get prawns for redemption," an amusing description of our "Button, Button." Backgammon was in high favor and the family possessing the game may be sure that they are celebrating in the best tradition.

What the Washingtons were wholly in accord with the sociability of their time is shown in a note that George Washington penned in 1796 to the gentlemen of Alexandria when he and his wife found themselves too advanced in years to attend the assembly. "Alas! our dancing days are no more. We wish, however, for all who have a relish for so innocent and agreeable an amusement, all the pleasure the season will afford."

We may take this kindly wish for ourselves and when the time comes for celebrating the birthday of the father of our country, let us put on our old-fashioned dresses and make the most of "all the pleasure the season will afford."

The Invitations

You may wish to invite your guests in the manner of one Colonial gentleman addressing another. The following invitation would be an appropriate one:

My dear .....

I hope to have the honor of your presence at a rout to be held at my home on the evening of February 22nd. I shall be pleased to have you as my guest on this merry occasion and shall be grieved if any mischance arise to prevent your appearance at the festivities.

With felicitations and respects to yourself and your lady, I have the honor to be,

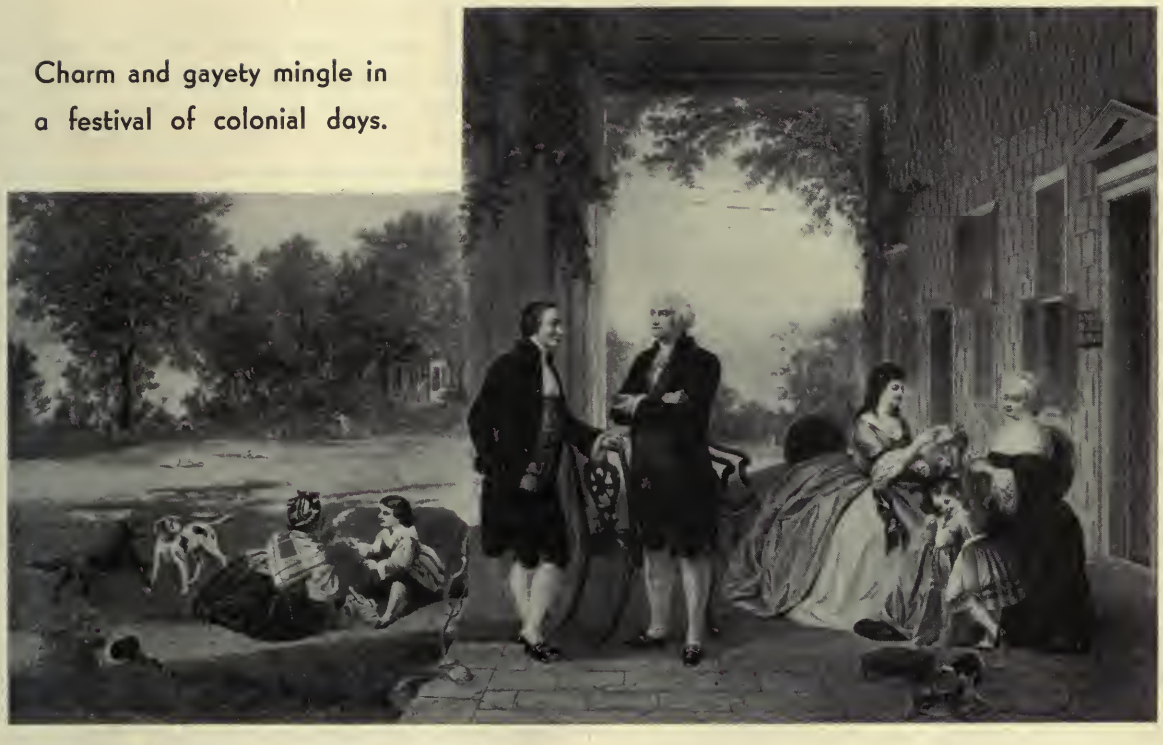
Your devoted servant,

February .., 17.. .....

The following simple announcement printed on a card decorated with Colonial silhouettes would be attractive:

Please come
To my home
On February 22nd
At .... o'clock
To help celebrate
George Washington's birthday
In the manner of Old Virginia.

Charm and gayety mingle in a festival of colonial days.



Courtesy George Washington Bi-centennial Commission

Delightful traditions cluster about the period in which George Washington lived.

Or the following verse might be used:

A belle's a belle, a beau's a beau
No matter what the year—
Whether they go in powdered wig
Or fashion's latest gear.
Pray don't be loathe to hide your charms
In clothes of other days—
The belles of old Virginia
Might show us cards and spades!
So put the quaint old costumes on
And join us at our party.
With old colonial pastimes
We'll make an evening hearty!

The Decorations

Gather together as many candelabras or candlesticks as are obtainable and put red, white and blue candles in them. Place them with a thought to the safety of the guests and, if possible, use no other light. Arrange red and white carnations in blue or crystal or pewter bowls. If it is practical, have the room simply furnished with several mirrors to reflect the candle light and the costumes.

The Party

As the guests assemble they are asked to take small folded pieces of paper from baskets, "billets, folded up containing each a number," as some gentleman of colonial times described them, The ladies take their billets from one basket, the gentlemen from another, as they have corresponding numbers which enable them to find partners for the grand march. Each note contains a question in addition to the number. The questions may be related to the colonial period or not as the hostess wishes. When the entire party has assembled, the ladies take places on one side of the room, the gentlemen on the other. The master of ceremonies calls a number. The lady and gentleman having the number come forward and are introduced. The first couple called lead the grand march. Several other couples are introduced just for the sake of repeating an old custom. After that the partners find each other. They fall in line and the march begins. Marches and other authentic colonial music can be found in "Music from the Days of George Washington," which can be obtained from the United States Commission for the Celebration of the

Two Hundredth Anniversary of the Birth of George Washington, Washington Building, Washington, D. C. The march should end in a circle. The ladies step to the inside of the circle and face clock-wise. The gentlemen stand on the outside of the circle facing counter-clock-wise. Then a march begins and the two circles start to move. The music suddenly stops and the lady must ask the gentleman who has stopped opposite her the question on her slip. They are allowed a few seconds to talk, and then the music begins and they move on until the next pause when the gentleman asks his question of the lady opposite whom he finds himself. Repeat as often as desired.

If the party is a large one, it is suggested that the guests be divided into groups for the games. Even in the case of a small party this gives everyone a chance to have something to do most of the time. The division may be made by distributing equal numbers of red, white and blue ribbons to the guests during the grand march. If desired, artificial flowers or boutonnieres may be used in place of ribbons.

Games

Do You Remember? The guests are given pieces of paper and pencils and allowed five minutes to write the names of as many revolutionary generals as they can remember. They are then asked to write the names of the thirteen original colonies. Three minutes are allowed for this. Following this they are asked to make as many words out of the name Washington as they can. Then scores are counted and the person scoring highest is given a small box of candy tied with red, white and blue ribbons.

Yorktown Relay. Lines form with a small table or chair about eight feet from the head of each line. A vase or flag holder in which a small Union Jack is placed is on the table. Beside it is an American flag. The leader is given a sword cut from cardboard and gilded with radiator paint. At a signal he goes to the table, takes the British flag out of the holder, inserts the American flag, salutes it, and hands his sword to the next man as he takes his place at the rear of the line. An assistant stands beside the flag to put the British flag up again each time it is taken down. As many lines as desired may be formed for this relay. The losing groups must each perform a military drill before the winners, who are entitled to criticise them severely.

Beaux' Conquest. Couples stand in a circle, facing out. An extra man goes around with a glove which he throws at the feet of one of the men. The man must pick up the glove, start running in the opposite direction and attempt to get back to his place before his rival can reach it, thus winning a partner for himself. The man who fails to reach the lady's side before the other, must take the glove and repeat the game until he is able to win a partner.

Liberty Bells. Small silver bells are distributed among the guests and each is given a slip of paper on which is written a question pertaining to the Revolutionary period. The guests circulate around trying to answer each other's questions. Every time a question is answered correctly (the answer must be written on the back of the slip) the answerer collects a bell from the person asking the question. The gentleman or lady having the largest collection of bells is given a prize. If it is a lady, a paper fan would be appropriate. If a gentleman, the hostess might give him a snuff box made by covering a match box with silver radiator paint and labelling it "snuff."

Revolutionary Tea. What did the Colonial dames serve for tea? The guests are asked to answer this question by examining a row of tea cups in which various pungent food stuffs have been put. Each cup is covered with a small waxed paper, perforated. The cups contain cinnamon, sage, licorice, celery leaves, apple parings, bay leaves and any other odorous herbs. Each cup bears a number and the guests write their decisions on cards which have numbers corresponding to the cups.

Philadelphia Flirtations. Chairs are placed in a circle and the ladies are

For use in connection with the George Washington Bicentennial celebration, the Community Drama Service of the National Recreation Association has prepared, in addition to this party, a play entitled "In the Hearts of His Countrymen," which follows Washington through his boyhood and his career as general and president. This play and other material appropriate for use during the Bicentennial may be secured at little expense from the N. R. A.

seated, leaving one chair unoccupied. The gentlemen stand behind the chairs. The man having the empty chair tries to attract a lady to his chair by a flirt of his handkerchief, a nod or a discreet wink. The lady attempts to leave her chair and the gentleman standing behind her attempts to prevent her. If she can escape, her former partner goes on with the game.

Washington Curtsy. Three men are placed about ten feet apart, forming a triangle. A tricornered hat is placed on one of the men and he is named "Washington." A girl is placed in the center of the triangle, blindfolded, turned about three times and told to advance eight steps and curtsy to Washington. The girl who succeeds in doing this is rewarded with an old fashioned nosegay.

Silhouettes. A sheet and strong light are arranged for shadows. A life-size silhouette of Washington is cut from black paper and hung on the outside of the sheet. The men are asked to go behind the sheet and cast their profiles in shadow. If the guests are not in costume, the hostess should provide a wig. The man whose profile bears the closest resemblance to Washington wins one of the swords that were used in the relay.

The Prettiest Maid. Contests of various sorts were beloved of our forefathers. In the "proposal for festivities on occasion of horse races on St. Andrew's Day" it was suggested that "a pair of handsome shoes be danced for" and "a pair of handsome stockings of one pistole value be given to the handsomest young country maid that appears." So it would not be inappropriate to ask the guests to vote for the prettiest woman present, her costume, of course, being chiefly taken into account. This should be done by secret ballot and a box provided for the votes.

Ballads. A pleasant interlude after the games might be furnished by having a gentleman or lady sing some of the old songs of the day. These may be chosen from the government pamphlet mentioned elsewhere in this bulletin. One of the proposals listed for the St. Andrew's Day festivities read "that a quire of ballads be sung for by a number of songsters, all of them to have liquor sufficient to clear their wind pipes."

The Reel. The Virginia reel, or Sir Roger de Coverly, was a favorite dance in colonial times. The following adaptation of the reel is simple to do and can be danced very successfully under the direction of a capable master of ceremonies:

Arrange the dancers in parallel lines, the ladies on one side and the gentlemen on the other, facing one another. Everyone dances at once in this version, the lines coming together and partners meeting in the center for the following steps.

1. Lines step to the center, bow and step back to place.
2. Lines step to the center and partners swing around right hands.
3. Lines step to the center and partners swing around left hands.
4. Lines step to the center and Do-Si-Do (Arms folded high. Go around each other and back to place.)
5. The partners opposite each other at the head of the line now lead the figure. Take hands across and slide down between the lines and back.
6. Swing partner with right arms locked.
7. Swing first one of partner's line, left elbows locked.
8. Swing partner — right elbows.
9. Swing second one of partner's line, left elbows locked.
10. Swing partner.

This continues until leaders have swung each one of partner's line. Leaders then dance down center, hands joined, to their places at the heads of their own lines. Each one heads his own line, turns away from center and skips to the place of the last couple in the group. There they join hands, forming a bridge under which all pass with partners. First pair take position of head couple, and the original first couple remain where they formed a bridge, taking position of last couple.

The reel is started from the beginning now, and is continued until all persons have been at the head of the lines. Partners for the reel are found by matching small silhouettes of Martha and George Washington which have been cut in two.

Refreshments

Refreshments seem to have been of a fairly hearty nature in the good old days of early America. Turtle-frolics were held whenever a boat load of the delicacy arrived in New

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A Valentine Party in 1982

By MARY J. BREEN
National Recreation Association

Old traditions are set aside, and St. Valentine becomes ultra-modern in this delightful party.

ST. VALENTINE'S DAY has always been a day for reminiscing and romancing; a day of old loves, old laces and old charm. But even old things lose their mellowness when dragged too often from their resting places. So on this St. Valentine's Day let us not disturb the ghost of yesterday. Instead, let's swing the pendulum the other way — say fifty years — and celebrate not in the fashion of our grandmothers, as we are accustomed to doing, but rather as our grandchildren might.

Before planning such a celebration it will be necessary to consider the events which modern prophets foretell, some of them very strange indeed! They prophesy that we shall work less and play more; eat vitamins concentrated in sugar coated pills; fly airplanes of our own, or, more precisely. fly our own autogiros. The sages say that with a continuing increase of population there won't be enough names to go around so we'll be tagged with numbers instead. Perhaps this idea seems too far fetched, but then you must remember that even the most conservative prophesies of a century ago which are realities now were laughed at then. If you are still skeptical, make a visit to one of the great department stores in New York City during the Christmas holidays. Here harried clerks respond like automatons, not to names of Mr. Smith or Mr. Jones, but to calls of H-24, S-63, etc. So it seems that whether we like it or not, the future is going to rob us of the dignity of family heritage and make the history of the human race look like one big calendar pad.

Invitations to a party as different as this Valentine Party is should warn your guests what to expect so they will not be taken too much by surprise. Some such invitation as the following might be appropriate:

> Announcing that I've planned a party
> To which you're bid with welcome hearty.
>
> We'll celebrate in a manner gay,
> But not, I warn, in the staid old way.
>
> We won't regale old loves and laces,
> Instead we'll picture future faces.
>
> The grand occasion?—I didn't say?
> You must have guessed—St. Valentine's Day.

The colors of the decorations should be the conventional red and white, for even fifty years from now they will probably symbolize affection and devotion, the approved emotinos for a Valentine Party. Hang cardboard airplanes on the walls and from the lights. From the ceiling suspend a miniature airplane out of which float cardboard hearts attached to red ribbon streamers. In one corner of the room place a booth, trimmed in red and white crepe paper. In the center, just below the corner, paste a large cardboard airplane decorated with hearts. Above the center hang a sign. "Cupid's Registration Bureau."

Cupid leads the guests to this booth as soon as they arrive. He is a small child dressed in an aviator's costume with a quiver of arrows over his shoulder to identify him. When the guests register, give each lady a number combined with the letter F which stands for female and each man a number with the letter M for male. Men and women with the same number—F-23, M-23 —are partners for the evening. Also give each of them fifteen candy hearts. But be sure to

warn them not to eat the hearts for they are to be used in the first game of the evening, a very informal one called:

Games

Valentine Greetings. In this game players try to secure as many hearts as they can. They greet each other with any two letters in this manner: "Hello, C. U." The one addressed must respond immediately with two letters which will finish a word such as "Hello, T. E." If he cannot finish the word with two letters he must give one of his hearts to the person who addressed him. If he doubts that a word of four letters begins with the two letters with which the person greeted him, he may challenge the originator of the word. If he is correct in believing that the other person is "faking," he collects a heart; if not, he surrenders two instead of one. The man and girl getting the greatest number of hearts are declared King and Queen of Hearts for the evening. By way of suggestion the following words are offered: DE-AR, DO-TE, NO-TE, LA-CE, FA-CE, PI-NK, LO-VE, LA-DY.

In 1982. This is a mixer to get everyone acquainted and to tell everyone present what the party is all about. The game is played in a single circle with one person in the center. Everyone sings the entire song. During the verse players march in a circle in time to the music. During the chorus the players stand still while the one in the center selects two people from the circle. On the third and fourth lines of the chorus these three players skip around in their own circle while the people in the outside circle clap hands. If the group is large, the three players remain in the center for the remainder of the game, each selecting two partners for each chorus. If the crowd is small, two of the three take their places in the circle while the last one chosen remains in the center.

Since all the words to this song will be new, give the players a chance to sing them together before playing the game. Do not spend too much time learning them, however. All know the tune "Yankee Doodle" and can hum it if they cannot sing the words.

I

Oh, nineteen hundred eighty-two
Is fifty years away.
But let's pretend we see tonight
What fashions will hold sway.

II

Oh, cupid still matches hearts
As in the days gone by.
But cupid is an airman now
So courting's done on high.

III

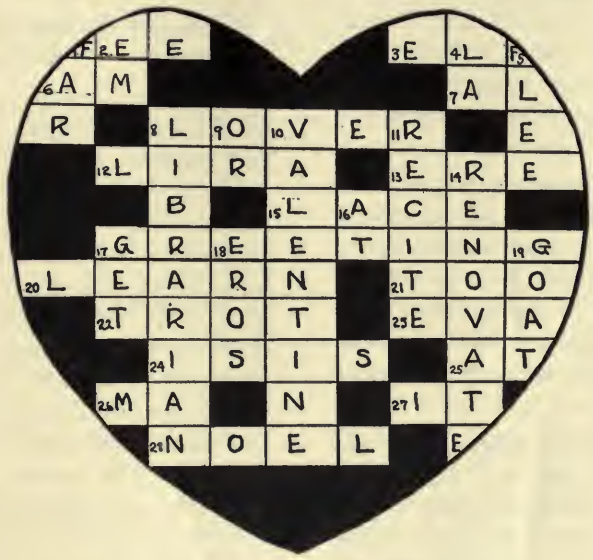
Now everybody has a number
No one owns a name
We spend our life in constant whirl
We ride by airplane.

IV

All our food's now served in pills
To save the housewife worry
We have more time to play and dance
And yet the password's hurry.

CHORUS

Partner, join me in the ring
Neighbor join us too
It's some fun to be around
In nineteen eighty-two.



HORIZONTAL

1. charge
3. fairy
6. part of verb to be
7. abbr. for boy's name
8. one who woos
12 Italian coin
13. before (poetical expr.)
15. ornament
17. salutation
20. study
21. also
22. to run
23. girl's name
24. Egyptian goddess
25. in
26. mother (colloquial)
27. pronoun
28. Christmas (French)

VERTICAL

1. distant
2. printer's type
4. note in musical scale
5. run away from
8. one in charge of books
9. conjunction
10. sentimental missive
11. declaim
14. repair
16. in
17. obtain
18. Greek God of Love
19. mammal

Heart Match. Cut various sized hearts from different colored paper or cardboard. Then cut them in halves, putting one piece in a box for the gentlemen and the other piece in a box for the ladies. Before the music starts each man selects half a heart from a box. and each girl half a heart from a second box. While the music is being played all

march in circle about the room. Suddenly the music stops. The men on the outside of the circle remain standing while the girls move up to the next partner. When the man meets the girl who has the other half of his heart, the two retire from the circle. The marching continues until all have matched hearts.

A Valentine Crossword Puzzle. No doubt fifty years from now people will be referring, perhaps with some derision, to the days when crossword puzzles were in vogue. Although they are not so much the rage now as they were a few years ago, they still manage to hold the attention of a great many people. The puzzle should be mimeographed so that copies can be distributed to each player present.

Aviation. This is a variation of the old-fashioned "Donkey Party," in which the blindfolded players had to attach a donkey's tail in the proper place.

A chart is hung on the wall or door at one end of the room and on it are squares marked "Paris," "Cairo," "Mexico City," and other nonstop destinations. The player who is "It" is blindfolded and given a cardboard cutout to represent a monoplane with his name written on it. He is whirled till dizzy and sent staggering across the room to pin his cardboard airplane onto the chart. The furthest flight wins.

The chart should also contain a few squares marked for places near the point of departure, and all players landing on them should pay a forfeit agreed on beforehand. Two chairs can be placed, one on each side of the approach from the start to the chart. If a player hits either one of these chairs he "crashes" and pays a double penalty.

Skyrocket. For this game the group is divided into two and is lined up one on each side of the room. One of the players in each group is told to go down his line and to tell each player except one to join in shouting "Sis, boom!" but to remain quiet on "Ah!" The leader then announces that the group will send up a skyrocket. At a signal everyone shouts "Sis, boom!" Only one player on each team says "Ah!" Needless to say the effect will be hilarious.

A Romance in 1982. Before the party, typewritten or mimeographed sheets containing the following verses should be prepared. The last word in the second line of each couplet is omitted, however. The papers are distributed and the players given several minutes to supply the missing words:

F twenty-three was sweet and charming
And had a manner most *alarming.*

Coquettishly she'd flirst while dancing
With swains who found her most *entrancing.*

One after one they begged her hand
But she'd have none in all the *land.*

At last they called her cold as zero
But she said she'd wait for her *hero.*

One day he came, M twenty-nine,
An aviator straight and *fine.*

He saw her once then started wooing,
Within an hour the two were *cooing.*

Within a week the two were married,
Though perhaps they should have *tarried.*

Their honeymoon was no more sane,
They took it in an *airplane.*

Their young friends wished them joy and health,
And happiness and fun and *wealth.*

The wise old folks with fear and awe
Told them of trouble they *foresaw*—

A life begun up in the air
Must surely end in grim *despair!*

But twenty-three and twenty-nine
Defied their fate with love *divine.*

Their airy life they filled with laughter
And they lived happily ever *after.*

Valentine Corsage. For this game you need an old seed catalogue. Before the party, cut out and number about thirty pictures of flowers. Select a gardener from the group. He keeps a slip on which is written the names of the flowers and their corresponding numbers. This is used to check the answers at the end of the game. The pictures of the flowers are passed around and each one present writes down on paper the names of the flowers. The correct names are read off by the gardener. Each picture scores two points. For names that are not wholly correct one point is given. The person with the largest number of points is the winner and is presented with a Valentine corsage of either paper or real flowers.

Flashbacks of 1932

Since no Valentine Party would be complete without some reminder of the past, the following games suggestive of the good old days of 1932 or thereabouts are suggested:

Air Pocket. For this game chairs are arranged in a circle. There is one chair less than the number of people playing. Chairs are far enough apart to allow the players to march between

(*Continued on page* 637)

San Francisco Playground Commission

If you are equipping a community center you will find a pool table almost indispensable.

The Organization of a Community Center

The story of a community center which is successful because it is a part of neighborhood life.

By JACOB W. FELDMAN

Recreation Department
Board of Education, Newark, New Jersey

THE Central Avenue Community Center of Newark, New Jersey, has just passed through a splendid year—a year which meant joy and pleasure for all who participated in the program in any capacity. As the groups come back for the new season they are voicing this feeling by such expressions as, "It is good to be back again" or "It feels like coming home." Practically every group that used the center last year is returning this season, and its reputation has become so widespread that many new groups are joining it.

The History of the Center

The Central Avenue Community Center is located at the Central Avenue school, an old building constructed in 1876, before the question of the use of school buildings for recreational purposes had arisen. No thought was given at the time to the grouping together of the facilities which the Recreation Department would use most. As a result, the facilities are scattered throughout the building from top to bottom, from one side to the other.

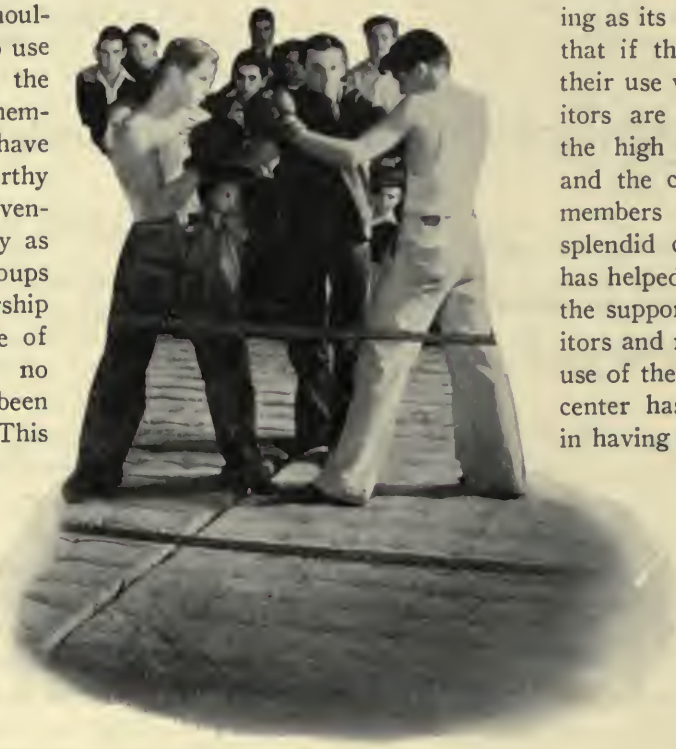
The center was opened on November 1, 1930, and when the winter season closed in May, 1931, there were forty-four different groups using the center as a meeting place. Because of the scope of the program offered the center had become an integral part of the community in a period of seven months.

The center is located about one mile from the center of the business district of Newark on one of the city's main thoroughfares. In its immediate vicinity there are small business houses and a number of factories. The houses in which the people live are rather poor. There are a great many different nationalities represented among the members of the center, the prevailing races being the Italian and Negro, with a sprinkling of Greek, Polish, Irish, English and other nationalities.

The economic condition of the people in the district is not good. The Board of Education report telling of the amount of money collected and distributed in the various schools for relief purposes shows that the Central Avenue center is second in the amount of money disbursed.

The center is open on two nights a week, Tuesdays and Fridays, until eleven o'clock. On the other nights it is open until nine unless there is some special event taking place. A playground is run in connection with the center, which is open every day from three to nine P. M.

The staff at the Central Avenue center consists of three workers, one of whom leaves at nine every night, the other two remaining until eleven on Tuesday and Friday nights. With this small staff the question of how to protect the center property is a very important one. There seemed to be two possible solutions: (1) to try to police the building, and (2) to put the responsibility of safeguarding the property on the shoulders of the people who use it. We decided upon the second method, and members of the center have proven themselves worthy of the trust. Some evenings there are as many as fifteen or sixteen groups present with a membership of about 250. In spite of these large numbers no material damage has been done to the building. This is a record of which the center is indeed proud, proving that if people are trusted and given responsibility they will respond to that trust.



The San Francisco Playground Commission is promoting boxing in some of its community centers.

A demonstration of the effectiveness of the plan of placing responsibility came at Christmas. About two weeks before the holidays the teachers and pupils began to decorate their rooms for Christmas. During the entire period that the decorations, which were fragile and easily broken, were in the rooms, all of the community center groups met as usual and conducted their activities without doing any harm to the decorations.

Club Organization

We have found that the organization of activities on a club basis has helped greatly in the problem of discipline. It is a much simpler matter from a point of view of center administration to develop group responsibility than individual, for a club, in order to maintain a clean record, will be careful to see that the individual members live up to the standards set. If a rule is broken the problem is put up to the club which may take the punishment as a group or make the guilty individual assume the responsibility. The clubs, we have found, inflict a more severe punishment than would the school officials.

There are very few rules of conduct that the clubs are asked to observe; the fewer the rules, the more responsibility the club has to assume. Each club looks upon the building as its club house and realizes that if the facilities are abused their use will be prohibited. Visitors are greatly impressed by the high standard of behavior and the courtesy shown by the members to their group. The splendid conduct of the people has helped us greatly in securing the support of teachers and janitors and reconciling them to the use of the center's facilities. The center has been very fortunate in having in the principal of the building, Mr. Benjamin C. Miner, a firm supporter whose cooperation at all times has been of the greatest assistance.

Each club has one or two predominating interests in which all the members share. Individual members, however, have other interests which the club does not satisfy, and accordingly the center has developed certain activities with a general appeal which draw members from all the clubs. These include glee clubs, choruses and social dancing. This type of activity has had the effect of developing loyalty to the center and making the members feel they belong to something bigger than their particular club. It also creates a feeling of comradeship among the clubs.

Through developing the larger units of activity the center is reaching the point where it will be developed the center is able to put on a program gram given by the members at least once every two weeks. Because of the variety of activities developed the center is able to put on a program of almost any kind at a moment's notice.

In developing a program of club and center-wide interest it has been necessary to schedule all activities so that there would be no conflict of interests. The schedule has worked out very successfully. No center-wide activity is scheduled on Tuesday and Friday nights because these are the meeting nights of the individual clubs, and as far as possible nothing is allowed to interfere with the club meetings. Clubs are assigned the same room throughout the year, and this gives them a feeling of having a permanent home.

Council Organization

In our city the program is developed as a neighborhood program. No hard and fast program is issued from the central office, but each center must develop a program that will best serve its community. To find out what these needs are a community council is formed consisting of local leaders. This council is a most important factor in the success of the center. The members of the Central Avenue Center Council have devoted time and money to developing the program. Its members serve as volunteer leaders for some of the groups, and through them we have been able to recruit other volunteer leaders. This is very important in view of the fact that most of our activities are conducted by volunteers.

The council is the advisory body, meeting monthly with the director and assistant director to discuss the problems of the center. Every activity that the Central Avenue Council has advised placing on the program has been successful.

It was decided by the council that no activity would be started unless an individual or a group expressed a desire for it. The activity would then be built around this individual or group. This policy has been followed in developing the program at the center and it has been tremendously encouraging to see the high types of activities for which the people have asked. They have all been worth while; all of them would bring credit to any community.

Activities

One of the first activities started was a symphony orchestra. Two of our members, a young Italian barber and an Irish policeman, both enormously interested in music, had previously attempted to form an orchestra but lacking a place for rehearsals they had abandoned the effort. The center offered its facilities, a leader volunteered his services, and the orchestra is now meeting every Friday night.

Last year there were two jazz bands meeting every week at the center whose rehearsals frequently lasted three hours, so greatly did the members enjoy playing. For the younger children we had harmonica bands and ukulele clubs meeting every week.

The crowning event in the center's musical program last season was a music festival in which twelve of the church choirs of Newark participated. The spirit shown by the participants and the audience at this festival was remarkable. There was no spirit of rivalry evident; each group listened to all the others with the greatest courtesy and the singing was of a high type.

This year the music program will be greatly enlarged. The success of the first year's program made it possible to enlist the interest of the Newark Music Foundation with the result that this year there will be a paid director for the symphony orchestra.

A young men's glee club, meeting weekly, has been organized under the leadership of a trained musician and a chorus of mixed voices which is specializing in the singing of spirituals. These groups will all give concerts in the school auditorium which, it is hoped, will increase the appreciation of music in the neighborhood and create the desire on the part of others to participate in some form of music.

In drama the center has made great strides. Last year there

The part which community centers can play in neighborhood life; the share which neighborhood people themselves may have in determining policies and planning activities are considerations of primary importance to school and recreation officials in their program for the use of schools as community centers. Today these centers are taxed to their capacity; in many cities volunteers are being recruited as leaders. And the recreation movement faces the challenge of filling with constructive morale-building activity, the millions of idle hours which the present situation has brought into being.

Are your centers meeting the test?

was only one dramatic group which during the season gave a three-act play. This year there are three adult groups which will give six or seven plays during the season. The other clubs will give some form of dramatic production during the season, either alone or in combination with other clubs.

There is a very active Home Nursing and Hygiene Club which meets weekly under the leadership of a graduate nurse who volunteers her services. Last year this group, which is interested in health education, arranged for a lecture given by a representative of the State Department of Health, attended by about 350 people. This year the club has arranged for a series of three similar lectures. The group consists of middle-aged colored women most of whom work during the day and whose meetings consequently do not often begin before nine o'clock.

Experienced dressmakers volunteer their services to the sewing circle whose members learn to make their own clothes and those of their children. Very often these leaders donated cloth when they knew the members could not provide it and needed the clothes.

The debating club, composed of Negroes, last season gave a public debate. One of the jazz bands made up of Italians played at the debate. This was the first occasion in the history of the center that these two races combined for a joint event.

In the manual training classes all types of woodworking projects were conducted. Last year the Art Club did some interesting and surprisingly good work in clay modeling, linoleum block printing, plaster of Paris and drawing. A Boy Scout and a Girl Scout troop have been organized, which are functioning very well.

Volunteers from the Newark Normal School are in charge of the story telling groups.

Members of the center issue each month a magazine of twelve pages of mimeographed news on activities. Each cover is a linoleum block print made by some member of the center from an original drawing contributed by another member.

Last year the gymnasium program was very limited as the center could have the use of the gymnasium only one night a week. This year the center will have exclusive use of the gymnasium and each club will be given a three-quarter of an hour period. A boxing and wrestling club has been organized and an industrial basketball league of fourteen has opened its season. There is one open gymnasium class for young men who do not belong to any club, and one night is set aside for women's activities. In all, twenty different groups use the gymnasium.

Social clubs flourish at the Central Avenue Community Center. We have ten such clubs for young men and four for young women, all self-governing. Five of the groups have social dancing on Saturday nights, exceedingly well conducted affairs. This year there will be about twelve such dances. Last year a social dancing club for young men and women was a great success. This club met once a week for an hour. A similar club will be organized this year. Several of the clubs arranged all day outings and suppers in the nearby country.

One activity has led to another as the people have expressed a desire for new clubs. Their pleasure in participation is reflected in the way in which they are returning this year. At the present time sixty-five organized groups are meeting regularly at the center.

One Day's Schedule

The variety of groups using the center on one day will show something of the scope of the program:

MONDAY

Jolly Good Timers. Colored girls. 12-14 years. Social club with a volunteer leader. Meets from 3:30 to 4:30 P. M.

Blue Jays. Mixed colored and Italian girls. Age 10-12. Handcraft, mostly sewing. Meets from 3:30 to 4:30 P. M.

Social Dancing Club. Italian girls. Age 14-16. Meets from 4:15 to 5:00 P. M.

Boy's Handcraft Club. Colored and white. Age 10-12. All types of handcraft, wood, paper and painting. Meets from 3:30 to 4:45 P. M.

Social Dancing. Young men (white). Age 16-24. Paid leader. Meets from 7:30 to 9:00 P. M.

Editorial Staff. "The Centralia"—monthly magazine. Staff meets twice a month. The magazine is a mimeographed publication consisting of from twelve to fifteen pages. The cover is a linoleum block print made by a member of the center from an original drawing also made by a member of the center. The staff is selected from the different clubs. Each club appoints a reporter who writes up the doings of the club. The editorial and reportorial staff does all the work connected with the Centralia.

Night Hawks. Colored boys. Age 12-15. Athletic. Meets from 7:30 to 8:30 P. M. Has as adviser a colored boy from one of the older clubs. Gymnasium from 3:30 to 4:30 P. M.

Kraven. Italian girls. Age 12-15. Social. Meets from 7:30 to 8:30 P. M.

Junior Order Sons of Italy. One group from this organization is interested in gymnasium work and comes in from 8:20 to 9:20 P. M. Other members are interested in dramatics and are rehearsing a play in Italian that they will give at the center. They furnish their own leadership.

Beaver Athletic Club. Colored. Age 12-15. Athletic. Meets from 7:30 to 8:30 P. M. Gymnasium Wednesdays from 3:30 to 4:30 P. M.

White Eagles. Italian boys. Age 12-15. Volunteer leader. Meets from 7:30 to 8:30 P. M. Gymnasium Saturdays from 3:30 to 4:30 P. M.

Girls' Gym. Girls playing volley and dodge ball from 3:30 to 4:30 P. M.

Boxing. Open to anyone over 16 years of age. A member of one of the older clubs, who is a professional trainer, has volunteered his services to lead this group. Meets from 7:20 to 8:20 P. M.

Open Gym. Open to anyone over 16. Participants may do what they please as far as the type of exercise is concerned. Meets from 7:20 to 8:20 P. M.

Delta Phi Alpha. Italian young women who have invited some young men to help them produce plays. High school and college graduates.

Future Plans

We labor under a number of handicaps in developing our program. The school has so large an enrollment of day pupils that there is not a single vacant room which can be set aside for use as a club room furnished and decorated with the articles which members of the group are making. The facilities are scattered throughout the building, causing a waste in light and heat and making supervision more difficult. The staff has no office and no place which it can call its own.

All of these problems are being solved in the new school buildings which have recently been erected in Newark and in which a very flexible arrangement has been worked out. The facilities that are used most prominently are grouped on the first floor and can be opened as a unit. Those that are next in demand are on the second floor and these, too, are opened as a unit. The building is so arranged that opening one unit does not permit of access to the remainder of the building.

On the first floor of our new building there will be a recreation room the same size as the gymnasium but with a lower ceiling. This room will have a movable stage which will be used for club plays. Other facilities include a combination library and quiet game room, a "rough house" room, girls' and and boys' shower rooms, two play courts, a fully equipped kitchen adjacent to the recreation room and a center office. These facilities will be opened as one unit.

On the second floor there will be an auditorium, gymnasium, kitchen, manual training shop, drawing room, kindergarten, a Binet test room with benches (no fixed seats), a nurse's office and the principal's office. The building has been designed so that this unit can be opened for use and still be separated from the first floor and the floors above it.

Any recreation worker who has conducted a community center in the old type of school can easily see what a step in advance such an arrangement of facilities represents. Such a center can be directed much more smoothly and efficiently than a center in the old type of school. But experience has shown that even an old building may be made to serve the recreational life of a community.

Leisure a Moral Test

"We are not entirely certain of the ultimate hours and days of labor that will prove desirable for man. We are faced with something which only a short time ago we vainly sought and prayed that we might enjoy—and that is, greater leisure. It would appear that the tendency through recent years has been toward general reduction of the hours of labor, such as in the steel industry, where during the past ten years the hours have been reduced from twelve to eight. These changes follow, not upon an effort or agitation to bring them about but rather upon necessities like the one in which we now find ourselves. In this present situation the hours of labor and the day of labor are lost sight of in the formula to distribute among those who are customarily employed in a particular establishment the work for which there are orders.

"But it may be inferred that we face a condition in which generally in the community there will be more leisure. The question before us next will be: How shall that leisure be employed? We are confronted in this nation and in others with a testing period. The moral fiber of the community must either stand the strain of temptation accompanying greater leisure, or use it in such cultural ways as to reinvigorate the individual, to expand his life in many new directions. Failing this, some believe, we must slip into the depths of despair and eventual disintegration."—*Myron C. Taylor,* in the *New York Times.*

The Story of a Playground

By EMILY BRIGHT BURNHAM

How a "dump that the city has for little children to play in" was transformed into a playground.

CHARTER STREET in the North End can be found only accidentally. Directions are legion. The winding lanes of early Boston now built up closely with high tenements present an unchartered sea to the uninitiated. If it rains and is February, twilight comes at two o'clock in the afternoon, just as dusk falls early in the mountains. But suddenly in this maze of narrow, crooked streets and crowded dwellings comes the light of day. On the right, as one follows through an alley, can be seen this oasis of light, an L-shaped vacant lot left by the removal of some ill-fated houses. In February, 1930, it was an oasis marred by debris and cellar holes partially filled with trash, offering an invitation for further contributions of garbage, bricks and old iron.

When it rains and is winter, not many children can be found playing here, especially during school hours. But in answer to our query of "Where are we?" the prompt reply of small children comes in chorus, "On our playground," with the correction from a precise-minded six-year-old sister, "It's a dump that the city has for us children to play in." This is Foster near Commercial Street and here were once homes that were built around a past Foster Court and Foster Place.

Dear Mayor Curly:

We want the playground for us because too many boys and girls get killed crossing the street we want the playground on Foster Street one of my brother's got killed and one of our companions named John Schiappa got struck by a truck and and he is in hospital and he is better now that is why we want the playground. And we have many little brothers and sisters that cannot cross the street the way to the park. We would like to have them play in the playground you are going to give us.

Sincerely yours,
THE COMMITTEE
Michael Covelluzzi (Age 12)
Anthony Grande (Age 9)
John Schiappa (Age 12)
William Ventola (Age 10)
Gaetano Leo (Age 11)

When it isn't raining and it is possible to look "toward that inverted bowl we call the sky," innumerable windows shine down from the red brick walls on this open space or "dump that the city has for little children to play in." "Someone must be back of those windows," argued the two social workers wandering in the rain. "They each represent a family, and what is more, there are but few families in the North End tenements without children." A casual count gives two hundred and ten windows that overlook this dump. From each window mothers can peep out directly on this play space for children and call them to dinner or watch them at their games. Here are little children playing every day on a rough uncared for spot; but what about the mothers upstairs whose fingers must be responsible for the snowy white laundry that waves from corner to corner?

The two social workers decided to interview these mothers and make an informal survey. Up and around the alley and into tenements, then up and down innumerable flights of stairs; they repeated this process all day long Holy Thursday, Good Friday and Saturday. Three mothers, when asked where their children played, said: "We never let them out of the house except when we take them to school. The dump is rough and the North End Beach is not for small children as they would have to cross Commercial Street through the traffic." During the summer months an officer guides them, but all the rest of the year this special protection is denied. Some mothers on

Henchman Street find peace for their harassed souls by putting their little ones at the bottom of the light shafts. These areaways give ten square feet with four brick walls rising four or five stories. The air at the bottom is necessarily dank and out of reach of any sunlight the year around. It is like putting a baby to play in a big fireplace and letting him get his fresh air, sunshine and outlook on life up the chimney.

All doors in the tenements were open to visitors, and always there followed a long retinue of children—"Are we going to have a playground tomorrow?" "Please, we want the playground," and "Can our fathers have a job working on it?" Here in this little dirty valley between these heights of tenement homes was land measuring a little less than 5,000 square feet for sale for not many more dollars, waiting to be taken over by the city and reconditioned at approximately $5,000. Almost too small to be considered, yet it had held eight residence buildings in the past and was likely to be built on again. The alternative was a play space for more than 150 children under twelve years of age who live in the immediately overlooking tenements. At least fifty mothers every day could have a place to "park" their children under school age for a few hours of sunshine and fresh air. This little space would be their back yard and front yard, their front porch and back porch, their all of out-of-doors and sunshine.

Each visit to the spot brought additional children voicing the same song, "When do we get the playground?" The social workers began to wish they were Pied Pipers who could lure the children to this dump changed overnight by magic (and by the city officials) into a real playground. The enthusiastic and enterprising youngsters who acted as interpreters on the informal survey, decided to draw up a petition to the Mayor and proceeded to do so. It was signed by more than one hundred children who were allowed to take up their own petition to Mayor Curley, who promptly promised his support provided the property in question could be purchased for its tax value. This interview occurred May 27, 1930.

By this time the whole neighborhood was agog and the patriotism and civic interest of the owners was such that they immediately signed written agreements to sell the land for $5,000, $1,400 less than the assessed value. One of the owners refused an offer from an industrial firm which was $500 more than the tax value and sold it to the city for $500 less than this value. But such unprecedented generosity resulted only in six months' delay at City Hall. How could a city buy land for less than it was taxed? Why should the land be offered to the city at less than the assessed value? It was too unusual a proceeding! It took until August 11, 1930, for City Hall to reduce the tax rate and until November 7, 1930, to make sure nothing extra would be collected by those selling the land. On that date Mayor Curley signed the final papers and the Foster Street dump became city property. Resurfacing with cement in November was considered not practicable. So when Christmas came, it was a sad little playground and the children were greatly discouraged.

Then came rumors of a Community Christmas Tree. Five dollars was contributed to buy the tree, four dollars for tangerines, and the Walter M. Lowney Company contributed 400 bars of chocolates. The electric lights were loaned and returned unbroken at the end of the week. The Foster Associates furnished the electricity, set up and trimmed the tree, organized the carol singing and distributed the gifts.

This was an auspicious beginning of an extensive use of our minute playground. To be sure, the surface was too sloping for seats and too small for swings. It was, however, used during the month of August for a surprising variety of recreations—squash baseball, bean bag and rope skipping contests as well as twenty-five yard relay races, potato races and three-legged races. A costume parade and a doll carriage parade ran up the number of contestants to nearly 2,000. This does not include the children and mothers who came to look on.

Without the untiring effort of three playground instructors sent by the Community Service of Boston for twenty-one days in August the Foster Street playground as a place to play would not have been successful. To them and to the Foster Street Associates, who stored the paraphernalia during the month, is due the gratitude of all who have worked or played on this spot.

Home Building and Home Ownership

Recreation was stressed at the President's Conference on Home Building and Ownership.

Courtesy Child Study Association.

The Conference called attention to the need for a children's play room or corner in the home.

"No one lives in a house but in a neighborhood." This statement by Thomas Adams of the Regional Plan of New York truly describes the underlying thought which ran through the various committee reports and discussions at the President's Conference on Home Building and Home Ownership held in Washington December 2nd-5th.

The organization plan of the Conference provided for twenty-five committees with six correlating committees to bring together the different recommendations and findings of the twenty-five committees on the various aspects of home building and home ownership. In the large majority of the committees there was specific reference to recreation —recreation in the home, and recreation in the neighborhood and the whole community.

It is significant that recreation was considered not only by such committees as that on Housing and Community, but also by the Finance and Business committees. The Finance Committee, of which Mr. Frederick H. Ecker, president of the Metropolitan Life Insurance Company, was chairman, although concerned primarily with matters of first and second mortgages, found that the neighborhood and its character had a direct relationship to the security of the individual home as a financial investment for insurance companies, savings banks, building and loan associations and other groups financing home ownership. It pointed out the importance of bringing to the attention and knowledge of home owners the fact that the security of their home ownership depends to a considerable extent upon the efficiency and honesty of the government of their municipality, and also upon its willingness to give reasonable service in respect to schools, parks, playgrounds, streets and other facilities. It stated that it is unwise to adopt a policy of indiscriminate discouragement of public improvements, and that if public improvements are well

> "The recreational needs of the community will be met by providing at proper locations convenient of access to the residents such facilities for sport and recreation as country 'reservations,' large parks, small parks, play fields, boys' and girls' outdoor gymnasiums, school playgrounds, children's playgrounds, tennis courts, golf courses, swimming pools, wading pools and skating ponds, as well as play space for small children in individual yards or in several yards thrown together."

conceived and proper they enhance the value of the property and the security of the loan.

The Committee on City Planning referred to the proper provision of playgrounds and other open spaces as necessary, for healthful recreation serves to increase neighborhood values. It reported that some developers of new areas are alive to the necessity of setting aside public open spaces as a means of attracting purchasers to their subdivisions and that this practice is growing and should be further encouraged.

The Committee on Subdivision Layout touched upon this subject more in detail. It stated that everybody grants that parks and playgrounds are essential elements in city building and that no subdivision operation is complete until the subdivider has provided or arranged for adequate park and play areas within or accessible to the lot which he is selling. It emphasized the fact that spaciousness is a primary principle in good subdivision layout and that no subdivider can refuse to recognize that the ultimate success of his development is dependent not alone on fine engineering and architecture but on provision for the spiritual and social requirements of the home owners—factors which, though intangible, are of tremendous consequence.

The several committees working primarily on the construction of the home itself made repeated references to the need for considering the play and recreation needs of the family in home construction planning. The Committee on Standards and Objectives reported that every house should provide some play space as a play room for children with a minimum area of at least 84 square feet per child.

The Committee on Landscape Planning and Planting referred to the need for some outdoor living space, whether terrace, lawn or flower garden, and active play space for children in planning the arrangement of the lot.

The Committee on Household Management pointed out the fact that the management of the home must be planned and that time and strength should be budgeted as well as money so that there may be time for rest and recreation, and that the members of the family should share in such planning.

It was recognized at the Conference that play and recreation are factors not only in the building of new homes but in the rehabilitation of blighted areas and slums and in the planning of large scale multiple family dwellings, such as large apartment house units. The Committee on Large Scale Operations, in reporting on an analysis made of previous large scale operations in the past, stated that social and community interests have been fostered because they have been found to be good business, and this committee included in its statement of values of large scale operations the fact that they can provide economically facilities such as nursery schools, outdoor and indoor play space under leadership and other community activities for parents and children.

The Conference was primarily a conference on housing. However, full reference to recreation and its values would require a pamphlet of fifty or more pages. Recreation leaders should be greatly encouraged over the acceptance, by all the various business, financial and community interests which were represented on the committee memberships, of the importance of recreation and of adequate recreation opportunities as a normal part of our family and community life.

"Spaciousness is a controlling principle in good land development for American homes. City conditions have robbed most of us of the great satisfactions once derived from the big yards and public commons of even the primitive early village, and now every good citizen is trying to help us regain some of that lost spaciousness. It can be regained in large measure, without undue cost, if subdivisions are planned carefully to that end. Large lots, or lots as large as is economically feasible, are always desirable. The introduction of open spaces is equally important, and they may range from the smallest garden or play areas to huge parks.

"Any tract of land will, by careful design, yield far more spaciousness in effect and in use than thoughtless layout makes possible, and this is good for purchaser and subdivider alike. America is big enough and rich enough to afford at least a decent degree of spaciousness in subdivision planning and if all else is forgotten, this matter should not be forgotten. It is basic and essential to permanently good home building."

The Leisure Problem

By A. BARRATT BROWN
Principal, Ruskin College, Oxford

EDUCATION in all stages—from the school to the University—is too generally viewed as a means to a livelihood and a career, i.e. as an equipment for work; and too seldom viewed as an equipment for leisure. For this reason two forms of education are of peculiar importance—education in the humanities and education in the arts and crafts—the latter of increasing importance if we are to witness the disappearance of the craftsman's skill from the field of industry.

For it is both probable and desirable that what we regard today as hobbies—from handicrafts to allotments, and from philosophy to play production—will become the occupations which engage the major interest and attention of men's lives.

> **In Utopia work and play, industry and art will have come together; craftmanship will complete the work of the machine, and the machine the work of craftmanship; leisure will complete the life of work and work complete the life of leisure**

Already in the various branches of the adult education movement there is a growing demand for all kinds of education for leisure—not only in intellectual studies, but in artistic and practical pursuits. This movement, in fact, is no less important than the other wings of the working-class movement, since the organization of leisure is no less important than the organization of labour. As Dean Inge has recently reminded us: "The soul is dyed the colour of its leisure thoughts."

It might seem at first sight that the organization of leisure was a contradiction in terms, since leisure is by definition the time that we spend in our own way and on our own initiative. But just as the play of children loses nothing of its freshness and spontaneity when it is guided in organised games by judicious and unobtrusive suggestion and leadership, so the leisure of adults may gain from the guidance and direction of groups who are not only able to provide the best facilities for leisure occupations, but also to foster the corporate life and atmosphere which enhance and reinforce individual effort. We must, however, guard against over-organisation. It is possible so to organise people's leisure that they never have any time to themselves to be really leisurely. Over-organisation here, as elsewhere, defeats its own ends. Many of us are already in danger of losing one of the most valuable features of leisure—the opportunity of mental relaxation, which, as Professor Graham Wallas has reminded us in his *Art of Thought*, affords one of the best conditions for the "incubation" of new ideas, and the inspiration of creative art.

I would suggest that the arrangement and enjoyment of leisure is an art that needs careful thought and preparation. The art of life, indeed, consists largely in the capacity to spend wisely and happily the hours in which we are most free—free from the demands and behests of others, free to plan our own activities in and at our own time. To waste those moments is to waste something extraordinarily precious. One of the most horrible and insensate forms of cruelty is killing time.

Let me not be misunderstood. I am not suggesting that rest and relaxation or recreation (bodily or mental) are a waste of time. There are worse abuses of time than either rest or sport. To name but one, there is idle gossip, which is the very degradation of the art of conversation.

We often speak of the margin of leisure. I am reminded of the wide or narrow margin of a piece of writing on the page of a book. Often there is little or no margin in which to write one's comments or suggestions. But when the margin is wide what do we do with it? Sometimes when

(*Continued on page* 641)

Extracts from *The Leisure Problem*, Hibbert Journal, April, 1930.

World at Play

Municipal Recreation Department, Salt Lake City

Slides of Their Own Make

Salt Lake City, Utah, has three toboggan slides designed by the Municipal Recreation Department according to its own specifications. The slides may be used by sleds and toboggans, and snow or frozen water, or even wax or grease may serve as the sliding medium. During days when snow is inadequate for sleigh riding on the nearby hills, these slides have proved most useful. They were installed primarily for the children in areas removed from the foot-hills which make coasting possible, and they have worked out very successfully. The approximate cost of each slide is $300. They were built by the local construction crew and may be taken down and stored during the winter months. This type of apparatus has been a great factor in extending the winter use of parks as play areas.

Skating Ponds for Cleveland

The Park Department of Cleveland, Ohio, has made arrangements for twenty-two skating ponds throughout the city. A study is being made of the work program and budget possibilities, as well as of desirable locations for additional ponds, and it is hoped to increase the number. The same approach is being made by the Park Department for the establishment of coasting hills. In conference with a number of skating organizations, the Department has planned an increased skating program. Neighborhood clubs of skaters are being formed and a program of meets and carnivals organized. A hockey league is being planned as an added feature of the skating season.

Girl Scouts and Winter Sports

The Girl Scouts of Duluth, Minnesota, take full advantage of the facilities for winter sports offered by the Park Department. Each year a Winter Sports Day is held, when Girl Scouts from all over the city arrive carrying skiis or snow-shoes or dragging toboggans. The following events are run off: skiing for form and distance; toboggan races; snow-shoe races. There are three classes —girls ten to twelve; twelve to thirteen, and thirteen years and over.

The toboggan course extends over a distance of from 500 to 600 yards. The snow-shoe race is run off in a 25-yard limit, while the skiing events take place over a natural slide about 600 feet in length. A cup is awarded the troop which receives the greatest number of points during the day's competition.

Curling in Madison.—For those not interested in hockey, skiing, ice boat racing, tobogganing, horse races or speed skating, the Recreation Department, Board of Education, of Madison, Wisconsin, has arranged an opportunity for curling. In inaugurating the game the Superintendent of Recreation approached the Service Club, made inquiry regarding the number of Scotchmen belonging to the club and appealed to them for the special stones necessary for the equipment of the game. Nine stones were donated by these men to start the movement in Madison.

The location was the next problem. Cooperation with the University of Wisconsin brought about the use of a sheet of ice between the pillars in back of the football stadium. To shield the participants from the cold winter breezes the rink was enclosed with canvas. The first call for play brought out fourteen men with added numbers from day to day. The attendance the second year made two rinks necessary, while the third year saw the organization of a Curling Club which promoted a four rink curling club building. The club is made up not only of Scotchmen but of men from every nationality in the city who would not take part in more active winter sports.

A League for Winter Sports.—The Southern California Winter Sports League has been organized for the purpose of furthering interest in winter sports and of getting people not only to visit snow playgrounds in the mountains as spectators but also as active participants. Through the efforts of the League the public will be kept informed of snowfall, road condition, and winter sports possibilties.

When Old Timers Get Together.—Every Saturday night the Old Timers' Harmonica Club of Tacoma, Washington, holds a dance, and here each week are to be found about two hundred people, most of them past forty and many of them over sixty years of age. Square dances, two steps, tuxedos, schottisches, waltzes and quadrilles are intermingled. Later there comes an intermission and a buffet supper is served which is included in the low price of admission. The music is provided by the seven members of the Harmonica Club augmented by two violins, one banjo, a guitar and a piano. The club meets every Wednesday night for practice and the following Saturday's music is arranged for at that time.

The Old Timers' Harmonica Club was organized by the Recreation Department of the Metropolitan Park District in November, 1930, and now has thirty members. The club has played many times over the radio, at the Old Soldiers' Home and veteran hospitals, and before other groups.

Reviving Ancient Pastimes.—Windsor, Massachusetts, has gone back to the simple forms of sports originated generations ago by country dwelling forefathers, and every Sunday afternoon for two hours or more there are contests in buck-sawing, barrel rolling, rifle shooting, wood chopping, hare and hounds, and other feats of skill, strength and endurance enjoyed by the men of past generations. The scene is Brookvale Farm; the promoters, the Recreation Association. There are always hundreds of participants on hand to cheer the Tigers and Wild Cats as the participants have named themselves. The award to be offered is a good country dinner which the losers will give the winners.

Increased Attendance at Lower Cost.—Visitors to the municipal play and recreation centers in Los Angeles, California, totaled 26,300,408 in 1931 — a tremendous expansion over the 1930 total of $17,969,950. In spite of the greatly increased attendance, through the exercise of rigid economy during the past year the Department of Playground and Recreation with a cut in its revenues, operated a larger number of playgrounds. Whereas in the fiscal year of 1929-1930 it cost the city 5.68 cents every time a child visited a municipal playground, the records of last year showed a per capita expense of 4.81 cents. Five years ago the per capita cost was 7.71 cents. The growth of the city's play and recreation system is shown in the increase in the book value for the system from $14,234,654 five years ago to $15,779,503 for the past year. Many new structures are being erected under the provision of unemployment bonds of which $1,000,000 has been allocated to the Department of Playground and Recreation.

A New Drama Group.—A permanent organization to be known as the Dearborn Institute of Drama was one of the valuable outgrowths of the three-week drama institute held in Dear-

born, Michigan, under the auspices of the Recreation Department. Charles F. Wells, of the staff of the National Recreation Association, conducted the institute.

San Francisco Develops Industrial Recreation.—Through a cooperative arrangement with the Board of Education which is making available a number of school gymnasia, the San Francisco Playround Commission is initiating a greatly enlarged program of industrial recreation. The Commission's new department of industrial recreation has started out with a program for a city-wide basketball tournament. Tentative plans call for a league divided into 145 pounds, A and B divisions which are unlimited. A nominal entrance fee, sufficient only to defray the expenses of referees, awards and incidentals, will be charged. A number of industrial plants have expressed much interest in the plan.

A Valentine Party

(*Continued from page* 624)

them. While the music is being played the players weave in and out of the circle of chairs. When the music stops, that is, when the plane hits an air pocket, everyone is thrown to a seat except the one player who is unsuccessful in getting a chair. Before the music starts again, another chair is removed. The game continues until only two players and one chair remain. This, of course, is the 1932 version of "Going to Jerusalem."

Pantomimes of 1932

I When Grandma Was a Girl

Grandma is a 1932 flapper dressed in a trailing black dress and a Eugenie hat.

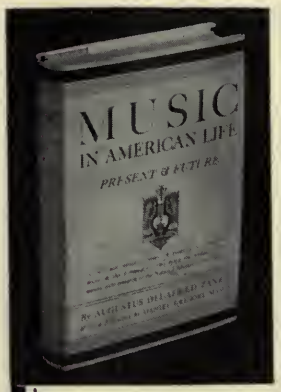
II When Grandma Was a Young Wife

Grandma rushes home from the delicatessen store with many cans and much dried food. She cooks the dinner in a 2 by 4 kitchen.

III When Grandma Was a Mother

Grandma, dressed in a trim little house dress, is chewing gum, reading a book, and pushing the baby carriage back and forth with one foot.

Refreshments. Announce that 1982 refreshments will now be served. Pass around a box of bouillon cubes each tied with a dainty red ribbon. Of course, the guests will be surprised and somewhat nonplussed. Then tell them that you realize that there is nothing like good old-fashioned eats so you've planned a real surprise.



A

Manual

of practical suggestions which will be invaluable to music teachers, recreation leaders, school superintendents, community center and settlement workers, church musical directors, camp directors, and all others interested in any sort of musical endeavor not exclusively professional in purpose.

■ ■ ■ "The thing most needed in the country now is more leaders. There are plenty of places for training musicians but that is not enough. We want musicians trained in the humanities as well; young men and young women who can go out and take their places in communities and help people in one way or another to achieve their own happiness through music. This is, in short, more than a survey; it is a wise and constructive book calculated to be of real service to the cause of music in all its manifold phases. This book shows how this can be done."—*Thomas Whitney Surette, Director of Concord School of Music.*

■ ■ ■ "Recognizing the validity of beginning with very simple material, it insists throughout that more permanent satisfactions and the deeper joys come from constant growth in the type of material and the adequacy of performance. No one can read this book without being stimulated and guided in his efforts for more and better participation in music."—*Peter W. Dykema, Professor of Music Education, Teachers College, Columbia University.*

National Recreation Association
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CLARENCE HOWARD

The recreation movement has lost a good friend in the death of Clarence Howard, former president of the Commonwealth Steel Company of St. Louis. Mr. Howard took a personal interest in the development of the recreation movement. He did not merely content himself in sending contributions, but actually came to the national headquarters to talk over recreation problems. For thirteen years he shared in the national recreation movement.

His own spirit was the kind of spirit which the recreation movement ought to help create. He was a great soul. Mr. Howard's courage, optimism, enthusiasm, boyishness, helped all who came in contact with him. He had a great gift for inspiring confidence.

Escort them to the next room where a table with refreshments has already been set up. The table should be decorated in red and white and the centerpiece and favors should be miniature airplanes. As the old saying goes, the way to a man's—and even a woman's—heart is through the stomach. Can one ask for a more effective climax to a party?

Note: The games "Aviation" and "Valentine Greetings" were adapted from "What'll We Do Now" by Longstreth and Holton.

Health Values of Winter Sports

(*Continued from page* 615)

of adequate dimensions much can be done without great expense in providing facilities for children. Snow from the streets can be dumped in these areas to form slides for coasting, and a smooth ground surface when properly watered can be made into a safe and pleasureable skating rink.

If natural ponds or artificial pools are to be used for skating purposes, it is essential that authorities first determine the thickness of the ice before allowing children to skate. It might be well for parents as well to observe the rules laid down by the National Safety Council in this respect: Ice one inch thick is not safe. Two inches of ice will hold one person. Three inches will hold small groups, and four inches will hold large groups.

It is well to remember that fresh air without sunshine is not sufficient for bodily development and that parents should see to it that their children are given every opportunity to utilize the benefits of sunny days. It might be pointed out here that normal growth of certain organs is dependent on vitamins transferred into the body by sunshine. The defective teeth prevalent among large numbers of people in fog areas of England are due to the lack of adequate sunshine.

Lighting for Winter Sports

(*Continued from page* 616)

to finance itself from increased patronage. Smaller slides and ski jumps, which are usually found in the average municipal recreation park, can be adequately lighted by a few properly located floodlights.

The illumination of such winter sports, including the competitive events, has proven so satisfactory to the participants and spectators alike that many of the skating races of the 1932 Olympic Sports, held at Lake Placid, New York, will be staged under such artificial lighting.

Forest Activities

(*Continued from page* 607)

Playlets, mentioned above, also contains a number of songs written to old or familiar tunes. The State Foresters of Georgia, Alabama, Florida, and Louisiana have published forestry programs in which are given several songs.

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An Experiment in Drama

(*Continued from page* 617)

every one in the class taking part, either as players or workers. This plan sustained the interest throughout the course, and also afforded an occasion of considerable entertainment.

As a part of the institute, a Play-Finding Committee was appointed to select and present lists of plays suited to particular ages, groups and occasions. This was found a most practical way of meeting the needs of all the communities for every purpose and season. From these lists plays and books of technique were bought and made available to the members for reading or copying, and in this way the nucleus of a really usable library has been created.

A workshop was established at one of the central centers, where costumes, drapes, sky cycloramas, stylized wood drapes, and various other stage accessories were designed and dyed. Tin pails were turned into flood lights, old chairs converted into thrones and period settees, faded cretonne restored to brilliance and usefulness for portieres and window hangings, stretchers transformed into screens, and a general process of creating, contriving and salvaging carried on.

The culmination of all these occupations and activities was a tournament of junior and senior groups running from April 6th to the 13th, with eighteen competing centers entering thirty plays in which 266 players took part, with all the principals and dramatic directors participating as committees and workers. Thirteen junior and seventeen senior plays were presented, and there were three runners-up in each group. The audience averaged 250 for each performance. The ages of the players were from eight to twenty-five, and the types of plays included fantasy, farce, comedy, travesty, drama, folk-lore, and poetic romance. Some of these were done exceptionally well; all were marked by careful selection, direction and presentation.

One of the interesting features of the tournament was the selection of the second play in the junior group, *Imagination,* for broadcasting over one of the local stations. This broadcast, done with surprising success, has opened up a new and wide field for dramatics in the recreation centers, and it is planned to have regular broadcasting during the next season.

A Washington Party

(*Continued from page* 621)

York. It would be difficult to reproduce such a feast today, but we have one gentlemen's word for it that "Wafel-frolics" were given. He wrote enthusiastically of such an entertainment that he attended and was "not a little grieved that so luxurious a feast should come under the name of a wafel-frolic, because if this be the case I must expect but a few wafel-frolics for the future." Evidently the hostess did not confine herself to the simple fare. Fruit punches and cider seem to have been the principal drink served. Ice cream can be served without fear of an anachronism as there is a report of a very lively party given in Philadelphia at which ice cream was served during the early part of the evening. Later there was supper. Partners for supper are found by matching words, written on pieces of paper, relating to the Revolution. For example, one paper will bear the word "Bunker" and the partner's paper will read "Hill."

Where to Secure Supplies

British flags, eight by twelve inches, can be obtained from Annin and Company, 85 Fifth Avenue, New York City. They cost fifteen cents each. American flags of the same size can be obtained at the same price.

MacMurray College Library

Small metal bells can be bought from B. Shackman and Company, 906 Broadway, New York City, for twenty-five cents a dozen.

Very graceful colonial silhouettes are found at the Dennison Manufacturing Company, 220 Fifth Avenue, New York City. They cost ten cents a piece or two for fifteen cents. It would not be difficult to make others from several of these models.

The Leisure Problem

(*Continued from page* 634)

the print is fine to look at and the matter irreproachable, the margin is best left white and clean, save for a few marks of personal appreciation or corroboration. Sometimes, as in the essays or examination papers that some of us have to read (for our sins), the margin must be filled with corrections or comments in blue pencil or red ink. So when the daily text of life is poor and mean, the margin of leisure must be used to correct and readjust it.

But the ideal perhaps is to be found in one of those old illuminated manuscripts of the Middle Ages that you may see in the Bodleian, and that belong to the days (though I do not say the good old days) before the age of the machine. The big black letters of the small space of text are surrounded by beautiful and delicate pictures and decorations—brightly coloured scrolls and leaves and flowers or landscapes and portraits that illustrate and illuminate the text. And in Utopia the margin of leisure will be wide and full of beauty, if, indeed, the text and the margin are distinguishable, and a man's leisure will illuminate and illustrate his work. For work and play, industry and art, will have come together, craftsmanship will complete the work of the machine, and the machine the work of craftsmanship; leisure will complete the life of work, and work complete the life of leisure.

Till then we must prize what margin of leisure is vouchsafed to us, and fill it with what fancies most delight us and are most likely in their turn to delight our fellow-men.

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, October 1931
- Park Contraptions, by Harold A. Caparn
- Ocean Pool at Kitsilano Beach, by A. S. Wootton
- Poetic Park Trails, by Paul B. Riis
- The Grab Bag—Recreation and Unemployment, by V. K. Brown
- New Features in a Swimming Pool, by V. K. Brown
- Outdoor Field Sports
- Bitumuls for Parks, by R. M. Morton

Scouting November 1931
- November Hikes

Parks and Recreation, November 1931
- Park Design for 1931, by Phelps Wyman
- General Co-ordination of the Fundamental Departments of Park Work, by George T. Donoghue
- Revenue Producing Facilities in Public Parks, by Henry W. Busch
- Venetian Night Boat Parade, by V. K. Brown
- The Grab Bag
- Rifle and Trap Shooting Ranges

Child Welfare, December 1931
- The Gang Age, by J. W. Faust

Parks and Recreation, December 1931
- This issue is devoted to winter sports and describes the activities of a number of cities. It also includes articles on skiing, the illumination of winter sports, ice hockey and ice boating.

The American City, January 1932
- How Much Play Space Does a City Need? by George D. Butler
- Park and Playground Standards and Achievements in the Chicago Region, by Robert Kingery
- Macon Makes a Park to Provide Employment
- Here Young Athenians Play
- Active Recreation Development Reported

PAMPHLETS

Twentieth Annual Report of the Department of Playgrounds, District of Columbia, 1931

Annual Playground Report of the Recreation Commission of the City of Norwalk, Connecticut, 1931

Initial Report of the Regional Planning Commission, Hamilton County, Ohio, 1931

Annual Report of the Division of Parks and Recreation of the Department of Public Welfare, St. Louis, 1931

Report of the Forester, U. S. Dept. of Agriculture, for the Year Ending June 30, 1931

High Lights of Teaching Activities in the Schools of Fresno City, 1930-31.

Annual Report of Fresno Public Schools, 1930-31

Vacation Time Can Be Character Time for Fresno Boys and Girls

The Recreation Log, 1931—Report of the Department of Public Recreation, Millburn, New Jersey

Parks Department Annal Report—Calgary, Canada

Bibliography on Education of the Negro
Office of Education. Bulletin No. 17—1931
Government Printing Office, $.10

Tenth Annual Report 1931 *of the Recreation Department of Passaic, New Jersey*

New Books on Recreation

George Washington Pageants and Plays

United States George Washington Bicentennial Commission, Washington Building, Washington, D. C. Free.

FOR the nation-wide celebration in 1932 of the two hundredth anniversary of the birth of George Washington the Bicentennial Commission has published a list of pageants and plays depicting the life of George Washington and his time. The material in the pamphlet is presented in two main divisions: (1) that issued by the Commission and distributed without charge, and (2) that available through publishers throughout the country. The Commission requests that two copies of the program of any George Washington play or pageant be sent to the Pageant and Play Department, United States George Washington Bicentennial Commission, Washington Building, Washington, D. C., to be placed on file in the annals of the Commission which will become a permanent memorial.

Distributed Leisure

By L. C. Walker. The Century Company, New York. $2.25.

"THE simple truth is," says the author, a practical business man with thirty years of experience in business administration, "we have been giving so much thought to turning out goods and putting them up in attractive packages that we have given no thought to packing leisure in usable units. . . . . Our industrial machine has been so busy for the past fifteen years grinding out larger and ever larger quantities of goods that its other product has been neglected. The problem is how shall we make usable leisure with our production machine? How shall we package leisure?"

The author's thesis is that the world today needs goods and leisure, but what it has are goods and mass unemployment. If mass unemployment could be converted into usable leisure the aim of our industrial life would be attained. This can be accomplished, the author believes, through an equitable distribution of work and leisure and by making leisure desirable and beneficial.

Music for Public School Administrators

By Peter W. Dykema, Bureau of Publications, Teachers College, New York City, 1931. $1.75.

EVERY question with respect to recreational music for children or adults in these days is likely to lead to questions as to what is being done in music in the public schools. Professor Dykema's book is an excellent reference for any such inquiries. It presents an illuminating exposition of the place and possibilities of music in public schools from kindergarten through senior high schools. It deals with such questions as the following: "Why and How Should Music Be Taught in the Public Schools?" "What Musical Skills and Appreciations May Be Expected of Pupils in Each Year of the Primary and Intermediate Grades and the Junior and Senior High Schools?" "What Shall Be Done for the Monotone or Unmusical Child?" It presents also plans for the organization of orchestras, bands, class instruction in instruments, choruses, glee clubs, and rhythm bands, and it describes the various types of musical instruments and other equipment needed. Furthermore it presents the prices and sources of such instruments and other equipment.

The Child and His Home

By H. W. Hurt, Ph. D. Minton, Balch & Co., New York. $2.50.

DR. HURT has brought together in this one volume a large body of statistical information and research findings. Although the emphasis in the book, particularly in the earlier parts of it, is on the contribution of the home to various aspects of child development, the book itself covers many factors affecting child life which lie outside of the home. The title of the book is somewhat misleading in this respect. Apparently the volume is intended to encompass the general field covered by the White House Conference on Child Health and Protection, and a great deal of the material in the book is based upon reports presented to that Conference.

National Parks, National Monuments and National Forests

St. Louis Public Library, St. Louis, Missouri.

THE students of the St. Louis Library School have done a valuable piece of work in compiling this selective list of books and articles relating to our national parks, monuments and forests. It is intended as a practical reading list for the tourist or the reader interested in the marvels of our country. Some titles on early explorations, scientific investigations and geology are included, as well as many giving popular descriptions and information for users of the nation's most important public lands.

Municipal Outdoor Swimming Pools

By Roger J. Bounds. Civic Development Department, Chamber of Commerce of the United States.

THIS reprint from *The Municipal Index—1931* gives the result of a study of swimming pools, their construction, operation and maintenance. The material is based on a study of 221 outdoor pools. The information, covering the number of pools, dimensions, capacity, construction, fees, use, method of cleaning pool and purifying water, is arranged in tabulated form.

Health Through Leisure-Time Recreation.

By Edith M. Gates. The Womans Press, New York. $2.50.

In this statement of the philosophy and scope of a health education program for girls and women, Miss Gates has presented something more than an historical statement of the health education program of the Y. W. C. A., though she has described in some detail the evolution of the program. She has given us a series of well balanced suggestions for happy and efficient functioning of the healthy personality through the maintenance of high health standards. It is not a highly technical volume; rather is it a simply presented statement of some of the ways in which girls and women may get the most out of life through participation in activities which make for happiness. Not only physical activities are suggested but the entire range of recreational and cultural interests. And "health," as Miss Gates conceives of it, is not an end in itself but a means to happy living, and health education is one method of achieving this objective. There is much in the book which recreation workers in all fields as well as in Y. W. C. A.'s will find helpful—the program items listed; the suggestions for helping girls and young women meet their problems; the well chosen list of books and source material.

Books—A Selected List For Parents and Teachers.

Child Study Association of America, 221 West 57th Street, New York. $.35.

The sixth edition of the list of books for parents and teachers, compiled by the Parents' Bibliography Committee of the Child Study Association of America, contains more than five hundred books as contrasted with the forty-nine books of the 1914 list—no small measure of the development of parent education literature. New subjects are being introduced into each edition of the list, philosophy being the new member of the 1931 edition. There are nineteen headings under which the books are grouped, Play and Recreation being one of these. Brief information is given about each book, and the publisher and price are listed.

Planting and Care of Lawns.

U. S. Department of Agriculture. Government Printing Office, Washington, D. C. Farmers' Bulletin No. 1677. $.05.

There are many practical suggestions in this bulletin which recreation executives will be glad to have in connection with the preparation of any special areas which may have grassy surfaces.

Plays For Civic Days.

Compiled and edited by A. P. Sanford. Dodd, Mead and Company, New York. $2.50.

There are twenty citizenship plays for community centers in this compilation of plays. They are designated for presentation by young people and are easy to produce.

Parties For Children.

McCall's Magazine, New York. $.20.

Delightful parties are outlined here—for Christmas, Easter, Fourth of July, St. Patrick's Day, St. Valentine's Day, and Hallowe'en. There is, too, an Alice in Bookland party and a Spring Flower party. Birthday parties for tiny tots form a valuable section of the booklet.

Year's Best Books For Children—1931.

Child Study Association of America, 221 West 57th Street, New York. $.10.

As an approximate guide the books suggested have been divided into age groups such as the youngest child; the primary age; the intermediate age; junior high school; senior high school. There is also a list of books for special interests.

Billboards and Aesthetic Legislation.

By Lucius H. Cannon. Municipal Reference Library, St. Louis Public Library, 408 City Hall, St. Louis, Missouri. $.25.

"Never has there been such great interest," says Harland Bartholomew in the introduction to this pamphlet, "in the matter of preserving the natural beauties of our countryside or the somewhat more artificial beauties of our cities." The compilation, prepared by the St. Louis Municipal Reference Library, contains the laws passed by various cities and states to control outdoor advertising and gives a brief digest of a number of outstanding lawsuits. There is also a selected list of books, pamphlets and periodical articles on the subject. This pamphlet will be of interest to all who are concerned with preserving our natural beauties.

Along the Brook.

By Raymond T. Fuller. The John Day Company, New York. $1.50.

"Know one brook well," is Mr. Fuller's advice, and he tells how to make the acquaintance of the insects, birds, fish, turtles and frogs, flowers and plants which live in or near our brooks. It is not so much a handbook of nature study as it is an alluring invitation to come outdoors at any time of the year.

Home Play.

Extension Service, Colorado Agricultural College, Fort Collins, Colorado.

Home Play contains fifty answers to the question: "What can we play?" The games suggested have been classified under three general headings—active games, quiet games, and pencil and paper games. In most cases no equipment is necessary.

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Recreation's Great Opportunity

In Time of Depression

THE horror of a world full of unemployment is equal in certain respects to the horror of war. Nothing should be said or written to make it appear less horrible. Everywhere there is uncertainty, insecurity, fear. Everywhere there is need for courage, for steadiness, for a will to live, a will to go on, at least to hold on.

The money income of the American people for 1931 was reported to be 41 per cent less than for 1929.

The "life income" for 1932 need not be down 41 per cent.

It is a terrible thing to be compelled to receive relief. It is a terrible thing for a man with imagination to see his neighbors compelled to receive relief rather than to starve. But there is no gain in brooding. Everything possible must be done to make such world disasters impossible in the future. Yet—now—in the present, what can we do to keep up "life income," "life values ?"

Even certain so-called savage tribes in times of famine depended upon their "Delight Makers" through music, the dance and sports to try to keep up the morale of the people.

There are other values besides money. Even in bad times a measure of satisfaction can be obtained in the family, in the home. There is comradeship and worship in the church. All human relationships need more attention at a time like this.

Now is the time to face the great national resources the people of our communities have in music, in capacity for amateur acting, in handcraft, in a greater understanding of nature, in reading, in games, in social recreation.

The "life income" may be increased by learning the joy of swimming in the community swimming pool, by singing in the community choral society, by playing or even watching basketball in the school gymnasium.

There is no gain in sitting all the time in idleness and letting gloom be added unto gloom. Even when the world is darkest morale-building recreation can build up habits of joyous vital living which may be carried over when days of prosperity return.

A group of persons isolated on the desert, or on a barren island, or snowed in or frozen in in the polar regions are turned back pretty much on their inner resources, their inner capacities, their own skills, and to some extent in periods like this people are turned back more on their own capacities.

A completely socialized society would greatly increase community recreation in times of depression because there is a greater opportunity in such times of enforced leisure to help men and women to obtain skills which shall make for vital and worth-while life in times of prosperity as well.

Total "life income" may be greater even when "money income" is less, if more time for the home, the family, the children, the church, be wisely used; if more satisfactions are obtained from all the human relationships of life; if the beauty in the material world is really noticed, if men learn more of "the art of living."

Out of the terrible losses of unemployment some gain could be salvaged if we have wit enough to see it; if recreation leaders have power enough and leadership enough to make clear what they see and know.

HOWARD BRAUCHER.

When Spring Comes!

Courtesy Cook County Forest Preserve District

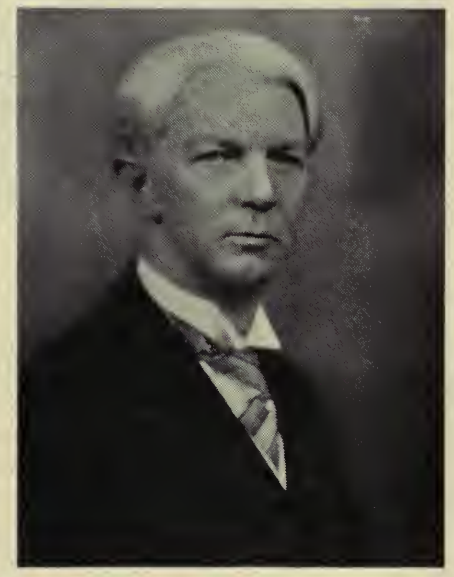
This stretch along the des Plaines River, Illinois, gives us a glimpse of the beauties to be found in the 32,000 acres of native landscape which the Forest Preserve District of Cook County, Illinois, now owns.

And now come the days when winter gives way to spring! Sleds, skates, skis and winter equipment are stored away, and we instinctively seek the secluded wooded places where spring is loveliest in her awakening from a long winter sleep.

The Place of Athletics in Modern Education

The building of a finer and richer life; the development of a well integrated personality - to these athletics can make their contribution.

By WILLIAM H. KILPATRICK, PH. D.
Professor of Education
Teachers College, Columbia University



Courtesy "Scholastic Coach"

IN ORDER to see what part athletics has to play in modern education we must first look at education in relation to life and to the building of personality. In this wider setting we can then better see what to ask of athletics.

First of all, life is or ought to be — something good to live. Let us have done, once and for all, with any idea that we should bemoan or renounce or reduce life. Control and direct, yes. Take others into account so as to wish a like good life for them, yes emphatically. But let us honestly and openly and avowedly seek to make life as good and as fine and as rich as we know how — good and fine and rich for everybody all together.

The Meaning of "Good"

When we use the word good in connection with life, there is apt to be confusion as to what is meant. There are two meanings to the word good: This apple is good to eat; John is a good boy. The first is a consummatory good: This apple is good to eat and enjoy; the water is good to drink; good music is music good to hear and enjoy; a good house is a house good to live in; a good picture is a picture good to look at and enjoy; a good poem is a poem good to read and think about and take in; "the good life" is life good to live and enjoy.

The second good is moral good. It is, I am here arguing, the practice and wish to live that the life good to live and enjoy will prevail, really so to act that by what I do and the way I act here and now all concerned may best enjoy "the good life," enjoy life as far as possible all together. In the first meaning of good, we think of life as being something possibly and properly good to enjoy. Then in the second meaning, in moral goodness, we wish this kind of life, so far as we can manage it, to prevail for all; and we propose to act accordingly, to make our acts conform to this rule. I hope it is now clear that I am here concerned with finding out how to enrich life and not reduce it, enrich life all along, all during life

Dr. Kilpatrick was the speaker at the opening session of the Wingate Memorial Athletic Lectures given every Saturday morning at Columbia University for physical educators and coaches of New York City schools and others interested. A fifteen minute summary of each lecture demonstration session is broadcast from coast to coast over the Columbia Broadcasting network from 12:45 to 1:00 P. M.

Courtesy San Francisco Playground Commission

In a game of basketball the boy's mind, soul and body are organized and working together for effective action.

and for all together, reasonably and defensibly enrich it, not simply do as I happen to wish at this moment — I must take other moments also into account. Not simply do as I myself would like: I must also take others into account. But after all and all we are honestly and openly trying — as a kind of summation aim — to make life a finer thing to live, as fine as we can manage.

Then follows our first main question: Considering our wish to make life finer and richer, how does education enter? How shall we think about education and how manage education so that through it we can make life better and finer? Let me hasten to say that I am not going to attempt any full answer to this question. The time is too short.

Three Objectives

Keeping in mind that our one big aim is to make life richer and finer to live, three things especially concern us here.

1. Bodily health as the physical basis of all else.

2. A healthy well integrated personality as the psychological and moral basis of all else.

3. Ever better thinking in our efforts to make life better to live.

We must not think of any one of these as something we can get once and for all and then we have it and can rest content. This is exactly a false doctrine. Life is not run on that basis, as we nowadays see more clearly than ever before. If we look about us we see that life, the world of affairs, history, experience — whatever term you like — is an ongoing stream, running always toward the future, always bringing new things, leaving off some old things, yes, but rather joining new to old in ever new combinations and patterns. And this oncoming stream of experience is always more or less unpredictable — we never know what a day may bring forth. As we face this oncoming stream we always have preferences, some things we have beforetimes liked, we wish them again or more of them for ourselves and our loved ones. Some things that have happened to us or to others we do not like; these we try to avoid or avert. And as we have preferences, so we make efforts — as I have said — to get or avert, and the outcome in any case is always more or less precarious. We wish, we hope and we try. Sometimes we succeed. Often we fail.

Life, then, is a stream mingled of new and old, of hope and fears and efforts, with outcomes precarious. It is in this changing, shifting stream that we seek to keep our health and the health of our children and pupils as fine, as rich, as we can, seek to maintain healthy and integrated personalities amid the ever oncoming rush of new demands, new possibilities, new problems, and new dangers. And it is in this stream — in this kind of stream — that thinking is needed, continually needed, needed by all if they are to be allowed to go about loose without guardians. When, then, we ask education to work for health and for the integrated personality and for better thinking, it is for health and personality and thinking in this ever shifting, ever precarious stream of life. Education must be correlative of our kind of life, and both are always in process, always shifting and becoming.

What Is Modern Education?

The topic assigned to me on this program asks as to "the place of athletics in modern education."

What kind of education, we may ask, is "modern" or, perhaps better what kind of education is proper in our modern times? Modern education is the kind that consciously tries to fit this kind of ever oncoming, ever shifting, precarious stream of life. Such a life presents us with an unending stream of situations, always new but mingled of new and old elements. We strive to control the situations as best we can. To do this we are always thinking and contriving. We continually face situations that call for attention and management. As we face each such situation and grapple with it, we use old knowledges and skills but we apply them in new ways, in new proportions. We have to adapt the old patterns to the new difficulties.

Now education is intimately enmeshed in this continual grappling with life's situations, so intimately that it is an aspect of it, not properly a part of it. Height and weight are aspects of a human body, not parts of it. The aspect is always more intimate than the part. So here. Education is an inseparable aspect of this life process. As we face each new situation, we bring to bear on it what we have learned in the past, knowledge and skill and attitude. As we manage the new situation we learn something more from it. Each experience teaches something, if no more than to reinforce the old. But still more, if we meet our new situations, each with his best possible use of the past, we shall each of us in general improve over the past. We shall learn better how to manage. If we keep this up, we shall accumulate better and better ways of meeting situations. This better and better accumulation is education par excellence.

"At the White House Conference we learned that the first cardinal principle in education is that each individual child should develop his highest possible level of attainment. In order to do this we must recognize that a child's leisure hours, his entertainment and recreation, are just as important parts of his individual growth as his school hours and study."---*Dr. Edwin Broome,* Superintendent of Schools, Philadephia.

Some of you who hear me wonder that I have not yet said one word about schools or schooling, and others wonder that I have not yet reached athletics. I cannot wonder at your wonder, but there is method in my madness. I have not mentioned schools because I think that our ordinary school is not run very successfuly as an educational institution. In fact, as we are here considering education, I think the traditional school is little concerned with education and often in much that it does it seems an enemy to such an education. I hope the time will soon come when schools shall be run very consciously on a genuinely educational program. To help bring that good good day is why I am talking about education and not schools. The school needs to be remade in order to become more actively and effectually educative. It is life that educates, and I am wishing for the schools to learn this fact and to rebuild themselves on a basis of actual living.

Athletics in the Good Life

I have postponed a discussion of athletics because I wanted to have a proper picture in which to fit in. Possibly we are now ready for it. We have seen that we honestly and avowedly mean to make life good and rich, good to live and enjoy. We are not selfish in this and we mean not to be shortsighted. We mean to run life, each one his own life, on a basis that, as best we can make it out, promises best in the long run for all concerned. In such a program we know, each from his own experience, that there come many slips and failures. The present wish is often so enticing that in spite of a broader and better view beckoning us on, we may choose the near view, the present pleasure, just because it is near and present and ours. Education, then, if it is to help the really good and reasonably defensible life prevail over mere present impulse must work in season and out to that end. Our problem then is: What athletics as part of education can do to help in thus making life better.

Before we come to closer grips with the problem of athletics one further thing must be said. When we confront a situation and respond to it, the whole organism in a true sense and degree cooperates in the response. When a boy is trying in a basketball game to put the ball in the basket, he is not simply moving his arms. His whole body is cooperating, so to speak, with his arms. Probably every muscle in his body, and all their correlative fibers, are engaged in a cooperative effort to get that ball into that basket here and now. But this is still not all; the boy is thinking as hard as ever he can of all the pertinent factors in the case, where he is with reference to the goal, where the other players are, both teammates to help and opponents to hinder, and how they are all placed with reference to his proposed play. And in this, certain players stand out, to his mind. One opponent is particularly capable; the ball must get by him.

Nor are body and mind all that are engaged in this one act. This boy is feeling all the excitement of the occasion. What are these feelings? Is it anything to win, even including unfair tactics if he can get away with it? Is he feeling a generous rivalry that would rather lose the game than make an unfair play? Or is he so intent on winning that hate and unfairness find full sway? Mind, soul and body, all that the boy has, so far as it is now pertinently organized in him for effectual action, is engaged in that one act. And — be sure of this — the learning effects extend as far as does the responding. As he is responding all over and through, so he is building, or rebuilding, himself all over and through. Bodily movements, thinking, feeling, glands of internal secretion — all cooperate to make the act a success, and learning accompanies accordingly. All that cooperated toward success — as the boy sees it — is joined the better together for future cooperation for a like purpose next time. The learning effect depends on what the boy puts into the act and how well he is satisfied with the outcome.

Responsibility of the Educator

What, then, shall we say is the part played by athletics in education? It is exactly the part played by athletics in the boy's life. And here is it true that as one thinketh in his heart, so is he and so even stronger does he become? Do those who have to do with athletics use athletics to help the boys think, ever better and more defensibly about life and athletics and the part of athletics in life? If not, they are failing in their moral duty as educators and are likely miseducating these boys. Do they say in defense that they are coaches and as such have to teach boys and girls how to play the game, that morals and life and thinking lie outside of their jobs? If so, they are like the man told of recently in the papers who practised shooting his rifle at a target hung in his New York apartment house window. He was practising shooting; it was nothing to him that the bullets shot up the people in the apartment across the court. But the law holds each one responsible for all the foreseeable consequences of his acts. This man should have thought. If coaches can reasonably foresee consequences to morals — and they can — then they are as morally responsible for all these consequences as was this man for his bullets. They can no more shut their eyes to these moral results than could this man ignore what his bullets did.

This is the essence of education, that the whole personality is affected by all that one does. And education is responsible for all the effects so far as they can be discovered and controlled. The obligation, too, is on all concerned: On the superintendent of schools and on the principal of the school as to how they see athletics. On the citizens and newspapermen and how they use their influence. On the principal and teachers as to what kind of school spirit they try to build. On the coaches and on those who train coaches as to what ideals they actually uphold and what practices they advocate. On the boys and girls as to whether they think and do the best they can.

Some Pertinent Questions

What now about health, and integration of personality, and the better thinking? Keep in mind that all these are for making life better to live as we face the ever new and shifting scene that life presents. All who are concerned with directing education — principal, coach, and all — should ask themselves: Are we considering all the children under our care as we provide and encourage athletics, or are we concerned only with a few? As we provide public contests, are we really seeking defensible educational effects or are we simply putting on a popular show irrespective of educative effects? When we do have contests, do we put all the responsibility on the boys that they can educatively carry, or do the coaches take so much on themselves that the boys' education is sacrificed to victory and to the reputation of the coach? Do we remember that always the whole child, the whole boy, is involved and that always we are building not only body but mind and morals as well? Do we in season and out work always for the fullest, feasible consideration by the boys and girls of what they are about, that they may choose wisely what they will play and when and how, so that they ever grow in seeking and obeying the best insight they can get?

If we can answer these questions satisfactorily we are—in my judgment—giving athletics their proper place in modern education.

"The object of all education should be the same —namely, to provide for every person with whom it comes in contact such training as he needs to help him to earn a better living, and what is more, to live a richer and more satisfying life."— *George P. Hambrecht.*

Popular Spring Tournaments

At the earliest hint of spring the boys and girls of America, with astonishing speed, mobilize their forces for play.

WITH the first sign of spring an army of young players invades closet shelves and other places which during the winter have been the hibernating quarters of roller skates, marbles and all the play material which make the spring and early summer months one of the happiest times of the year.

The Jump Rope Goes into Action

And the first search, with the girls at least, may be for last year's jump rope; or perhaps the family clothes line suddenly becomes very much abbreviated:

In a number of cities jump rope contests are popular. Girls from twenty-five winter playgrounds in Dallas, Texas, competed in the first jump rope tournament ever held under the auspices of the Dallas Park Department. With the first sunny days in March, ambitious rope jumpers began practice for the elimination matches held in each park for the selection of the most agile hoppers to be entered in the finals held in March. Contestants were divided into three groups according to age—juniors, under ten years of age; intermediates, from ten to fifteen; seniors, fifteen years and over. Six events were scheduled for the first two groups and nine for the seniors, with an additional "hot pepper" event in case of a tie.

The events were (1) Jump ten times flat-footed (run in). (2) Jump ten times single-footed (first one foot, then the other). (3) "Lady Bug". (4) Run in and jump ten times on one foot. (5) "Run in back door," jump once, run out. (6) Run in, jump three times (free style) and "hot pepper" ten times. Three further events on tap for the seniors were (7) Run in and climb ladder. (8) Run in, turn completely around on third jump, run out. (9) Run in front, jump three slow, three "hot pepper," three high waters, three slow, run out.

Courtesy of Evanston, Illinois, Bureau of Recreation

They surmount obstacles, straddle lines and perform hazardous stunts with perfect ease!

The Little Rock, Arkansas, Recreation Commission offers young participants a number of games and stunts:

JUMPING

1. *Keep the Kettle Boiling, or Jumping in a File.* Ropes are placed at suitable intervals around the playground, or radiating from the center. The players form in two's, three's or four's, and at a signal all run round the course,

jumping each rope in turn. The object of the game is to get the jumping continuous; the ropes should therefore be quite low at first. Later they may be raised slightly, but they should be adjusted to the capacity of the weakest jumper.

2. *Over the Swinging Rope.* The ropes, arranged as in No. 1, are swung slowly from side to side, and the players must judge their jumps accordingly. Later, the difficulty may be increased by changing the rate of the swing.

3. *Serpents, or Over the Waves.* Waves are made in the ropes by one turner at each moving his arm upward and downward, slowly or quickly at will. Players jump over the ropes, watching carefully, as the height and speed of the waves will probably be different at each rope.

4. *Over and Under.* The players jump over one rope and crawl under the next.

5. *Steps.* The ropes are arranged in increasing heights.

Competition. Contests may be arranged, e.g., by running a team at a time, one or more times round the course, and counting the number of players who succeed in clearing all the jumps, or the time taken by the whole team to complete the round.

SKIPPING

NOTE. The number of players to each rope should not be more than 6-8, and each player should take a share in the turning. If larger numbers must take part, long ropes should be used.

1. *All in Together.* As the name implies, the children enter as quickly as they can and try to continue skipping until all are in. Directly the last player enters, count is kept of the number of skips that are kept up.

NOTE. The easiest way to enter is from the side.

2. *Running in.* The children, in groups of five or more, run in from a little distance, and then, after a certain number of skips, out again without checking the rope.

Variation — Over the Moon. Both the preceding games can be taken with the rope turned backward.

Courtesy Pasadena Recreation Department

3. *Salt, Mustard, Vinegar, Pepper.* The children run in, and when all are in they say: "Salt, Mustard, Vinegar, Pepper." At the word "Pepper," the rope is gradually turned faster and faster.

4. *French Almond Rock.* The players jump over the rope as it swings from side to side, saying the following rhyme: "Handy-pandy sugardy candy. French almond rock." Then the rhyme is repeated while the players skip in the usual way. Then all crouch down while the rope is turned over their heads, to the same rhyme. On the last word, "rock," the players rise and the rhyme is repeated for the third time while they skip. The entire process may be repeated, or the first set of skippers may run out and a new set begin.

5. *Higher and Higher.* The rope is turned so that is does not quite touch the ground and is very gradually raised so that the players must jump or lift their knees higher and higher to clear it.

6. *Double Dutch.* Two ropes are used. The turners have a rope in each hand; they hold their arms rather far apart and make the ropes touch the ground alternately. The ropes may be turned either inward or outward.

7. The following variation may be used with the same arrangement of ropes as that given for the Jumping and Skipping Games. The ropes may be turned forward or backward, or alternately, i.e., the first forward, the second backward, and so on. The players run in single file or in groups of two, three, or four together.

1. Running under the rope.
2. Jumping a certain number of times and then running on to the next rope.

Different Steps and Movements Used in Skipping:

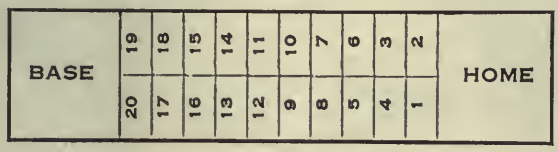
1. The ordinary jump with the rebound.
2. The jump without the rebound.
3. Hopping on one foot.
4. Double up or double through, i.e., two turns of the rope to one spring.

5. Any dancing step, e.g., reel step, etc.

Points for the Play Leader. The turning of the rope for a large number should be well done, and the play leader should encourage everyone to take a share in this and learn to do it satisfactorily.

The Stilt Tournament

For the stilt tournaments conducted by the Department of Parks and Recreation of Altoona, Pennsylvania, the following diagram of play space is used:



Contestants mount on stilts at "home" and walk through court, dismount at "base," remount and return "home."

Each player starts with Stunt No. 1 and if successful, continues through the other stunts until he fails. At his next turn he starts from "home" on the stunt at which he failed. The winner is the person completing all of the stunts in the least number of turns.

STUNTS

1. Walk through court.
2. Walk without touching any of the lines on the court.
3. Walk straddling middle line.
4. Walk only in uneven numbered blocks, straddling middle line.
5. Walk with both stilts touching every block.

Fouls

1. Touching a line (except Stunt No. 1).
2. Touching outside of court.
3. To dismount before reaching "base" or "home."
4. Fouls count as a miss.

Spring Tournaments on the Chicago School Playgrounds

During the latter part of April local roller skating meets are held for the school playgrounds of Chicago for both the boys' and girls' divisions and the three best in each event are sent to the finals held in Grant Park. There are three age divisions—under fifteen, under twelve and under ten. The events are dashes, coasts for distance, a one skate race, couple race, relay and backward skating.

Wagon and scooter races in two divisions—boys under twelve and boys under ten—provide fun for the children during the latter part of May. The events are coasts, dashes, relays, push and coast and sit and coast. Marbles have come back to Chicago as they have to many other cities, while for the girls spring brings jack stones, rope jumping, O'Leary, and a low organized games contest. The rope jumping contest comprises five exercises with a single rope and five with a double. At a certain date eight playgrounds meet at a central ground to compete.

The contest in low organized games is held in May in two divisions—junior girls under fifteen years and senior girls fifteen years and over. These contests consist of a group of five games played by a team of eight. They provide recreation for large groups and are free from the details and training that the more highly organized activities require.

Hop Scotch bounce ball, a combination of Hop Scotch and O'Leary, is played during the late spring by the very young children. Although much practice and skill are required for this simple game, it proves very fascinating to the children.

A Bicycle Carnival

A bicycle carnival promoted by the Jacksonville, Florida, Playground Department, proved very intriguing to the boys of that city. Events included:

Decorated Wheel Parade	Newspaper Throwing Contest
Tricycle Race	Spearing the Ring
Trick Riding	Scooter Race
Potato Race	Plank Riding
Slow Race	Candle Race

About a week before the carnival city bicycle road racing championships were held. The junior events included races of one-half mile, 1 mile, 2 miles, and 5 miles. The senior events were races of one-half mile, 1 mile, 5 miles, and 10 miles. Juniors were riders under sixteen years of age; Seniors, riders over sixteen years of age.

An Alley Cat Contest

No — not the usual pugilistic type, but a peaceable exhibit of 222 cats, each in his own box protected by a wire front. The only requirement for this annual event in Baltimore is that no cat shall have a pedigree! Balls, catnip and rubber mice are the prizes offered.

Kites and Kite Tournaments

Courtesy Birmingham Park and Recreation Board

Very often the prankish March winds cause complications requiring careful handling, but it's all part of the game!

There is plenty of testimony to the fact that the airplane has not wholly supplanted the kite.

OF all the early spring tournaments none is more attractive to children than the kite tournament, with the fun it means not only in flying the kites but in making them.

A number of cities have issued instructions for making kites. The Community Center Department of the Public Schools of the District of Columbia, suggests the following method of construction:

Materials

1. *Sticks.* These may be obtained by splitting up straight grained boards, or any woodworking company or model aircraft supply company can supply kite sticks. Dowel sticks from a hardware store may be used. Split bamboo is ideal for small kites and even umbrella ribs can be used.

2. *String.* The string should be light but strong. For very small kites, use linen thread; for large kites fishing cord is good, also piano wire.

3. *Covering.* The covering should be of paper or cloth. Tissue paper can be used for kites up to three feet in length and in moderate winds. Wrapping paper should be used for larger kites. The paper can be glued to the frame and the strings.

Cloth has the advantage of being tougher than paper but it must be treated with starch, airplane dope, or rubber cement. It may be glued to the frame and the strings but it should also be sewed.

Construction

Be sure to use good materials.

Take care to have the frame true and rigid. It should be as light as is consistent with the strength and rigidity in order that it may fly high.

It should be as exactly made as possible so that it will fly true.

Be sure that corresponding dimensions are alike.

Kites that are to fly at extreme altitudes should be cloth covered.

The tail of the kite should provide resistance, not weight. It can be made of pieces of paper tied into a length of string. Insert such papers about a foot apart for as great a length as is required to balance the kite in the air.

The bridle is the method of connection between the kite string and the kite surface. It is important that it be properly made and adjusted to the amount of wind blowing.

Types of Kites

1. *Square Kite.* This is the simplest kite to make. Two sticks of equal length are needed.

Join them at right angles at their centers and frame them with string. A good size would be sticks, 30 inches long and 5/16 of an inch square. The string should be wrapped tightly around the joint at right angles to the edges and finally carried around the lashing on the plane where the sticks cross, to tighten the joint. Glue can be used in such a joint. A cut is made in the end of the stick and the framing string forced therein. The string is then carried around the end of the stick, again inserted in the cut and carried on to the next end.

2. *Eddy.* This type is made of two sticks and needs no tail. The two sticks are of equal length. The sticks are lashed together at about one-fifth of the length, at right angles, and are bounded by an outline string. The horizontal stick is bowed back a distance equal to the one-fifth measurement and held in place by a string.

To cover: Lay the frame face down on the paper and cut out shape with one inch margin; fold margin over and fasten down, being sure to leave the cover rather loose at two spots marked X.

The bridle is a simple string fastened at two points, A and C, and long enough to reach to B, at which point the kite string is attached.

As Morgantown Does It

The Department of Recreation, Morgantown, West Virginia, School District has issued the following suggestions:

KITE CONSTRUCTION

The kite is usually made of a framework of wood lashed together with cord, strung with cord according to design, and finally covered with paper. In each case, however, some other material may be substituted.

The sticks for frames may consist of any wood except hard wood, spruce being the best. Good sizes are 3/16 inch by ⅜ inch by 3 feet; ¼ inch by ½ inch by 4 feet; ⅜ inch by ¾ inch by 5 feet. These should be straight grained and well seasoned.

When two sticks are to be fastened together, instead of nailing with a small brad, they should be lashed. First wind diagonally around both sticks in both directions then wind between stick around the other windings. Coat over with glue or shellac. Symmetry is so necessary in the making of a good kite that the string becomes an important factor. A small hard twisted cotton cord is good for stringing as it does not stretch.

For the covering tissue paper is more generally used than any other paper. Cheap tissue paper may be found in all shades and tints of colors. French tissues are more durable and brilliant. Chinese tissue paper is the strongest of all tissues in one direction. It should be used so as to bring the lengthway of the paper in the direction of the greatest strain.

The bridle is a very important part of kite equipment as the kite is dependent on it for the proper distribution of pull by the kite line; it also gives the inclination of the exposed surface to the breeze. To make the kite fly directly overhead, the kite line is attached above the normal point; to make it fly low, the attachment should be below the normal.

A three or four ply cotton wrapping cord used as kite lines is very satisfactory for three foot kites or smaller. It is best to wind the cord on a reel.

A tail and other balancers are used to give poise to an otherwise unsteady kite. It may be made with a string with a number of pieces of paper folded and tied thereon with cloth streamers on the end for weight.

ENTREES FOR TOURNAMENT

1. *Steadiest Flying Tailless Kite* (Open to any box, bow or other kind of kite not dependent on a tail or balancer for stability.)

2. *Largest Kite.* (Must be of the single plane variety.)

3. *Most Artistic Kite.* (To be judged by artistry of design, beauty of construction and gracefulness in flight.)

4. *Most Unique Kite.* (To be judged by odd, striking or novel features. Artistic kites are not eligible. May be a flying display of several kites on one string.)

5. *Best Character Kite.* (Replicas of living beings or animals. Kites entered in events three and four not eligible.)

6. 100-*Yard Dash.* (A small kite is launched at the end of a fifty yard string.

Rules for kite tournaments generally provide that kites must be in the air for at least a minute, and in most instances it is required that the contestant must have made his own kite. The flyer of the kite is generally permitted a helper. Other suggestions for conducting kite tournaments, including the classification of contestants, events, scoring system and the arrangement of the field, are offered in a bulletin entitled "Kite Tournaments" issued by the N. R. A. $.10.

The flyer runs fifty yards to the reeling line and reels the string in on a single stick, figure of eight style.

RULES

1. All kites must fly one minute.
2. Each contestant will be allowed one helper if he desires.
3. Participants may enter a kite in as many events as he chooses.
4. The tournament is open to any boy 12 to 16 years inclusive.
5. All kites must be home-made except in events one and six.
6. The individual flying a kite is not necessarily required to have made it.
7. Ribbons will be awarded for first, second and third places.

Kite Flying in Little Rock

The events in the kite flying tournament conducted by the Recreation Commission of Little Rock, Arkansas, consisted of the following:

Flying for altitude (height); home-made kites:

Event 1, Junior boys; 2, Senior boys; 3, Girls.

Flying for altitude (height); purchased kites:

Event 4, Junior boys; 5, Senior boys; 6, Girls.

Flying for altitude (height); fancy or unique kites; home-made:

Event 7, Junior boys; 8, Senior boys; 9, Girls.

Design and workmanship — plain kites; home-made:

Event 10, Junior boys; 11, Senior boys; 12, Girls.

Design and workmanship — fancy kites; home-made:

Event 13, Junior boys; 14, Senior boys; 15, Girls.

Event 16, Most unique kite in fancy kite events; open to all.

Event 17, Largest kite that will fly; open to all.

Event 18, Smallest kite that will fly; open to all.

Classes

Junior—under 12 years of age. Senior—12 years or older.

Jacksonville's Tournament

The seventh annual kite tournament held in Jacksonville, Florida, was conducted on a definite time schedule.

10:00 A. M.—Picture of all contestants. No kites will be flown until after the picture is taken.

10:15 A. M.—*Altitude Race.* Each contestant will fly his kite on one hundred yards of string, and the kite flying at the highest angle (nearest overhead) will be declared the winner.

10:30 A. M.—*Steadiest Tailless Kite.* This event is open to any box, bow or other kind of kite not dependent on a tail or a balancer for stability.

10:45 A. M.—*Best Insect, Bird, Animal or Man Kite.* These will be judged principally by their resemblance to the characters portrayed.

11:00 A. M.—*Largest Kite.* Must be of the single plane variety.

11:15 A. M.—*Most Artistic Kite.* Judged by artistry of design, beauty of construction and gracefulness in flight.

11:30 A. M.—100 *Yard Dash.* A box kite is launched at the end of a 50 yard string; the flyer runs 50 yards to the reeling line where he reels in, on an overhand, non-geared reel, not exceeding 22 inches in circumference, the fifty yards of string. Any kite touching the ground more than 25 feet from the reeling line will be disqualified.

NOTE. A number of patterns for making kites as well as toys and articles of many kinds will be found in "Handcraft," published by the N. R. A. ($1.50)

A wealth of suggestions for spring and summer activities, contests and tournaments involving not only physical activities but handcraft, music, drama and art, are incorporated in another publication of the Association, known as "88 Successful Play Activities." ($.60)

A City-Wide Boat Sailing Contest

Courtesy Union County, N. J. Park System

"Sailing, Sailing, Over the Bounding Main" will be the popular theme song this summer on many a playground!

The building and sailing of boats are important and popular projects in the play program of Cincinnati.

HANDCRAFT is one of the major activities of the playground program maintained by the Public Recreation Commission of Cincinnati, Ohio. Last year twenty-seven of the municipal playgrounds offered this opportunity to boys of the city, and at each of the centers the groups were as large as facilities could accomodate. The activity was organized in the same way as any other major activity, the boys working at specific times in organized groups under the leadership of a special worker. An exception to this rule was made when a boy had proved himself especially skillful and was willing to take over the leadership of a small group at times when the instructor was busy with other activities. The instructor, or the boy who served as assistant, was always present with the group when they were at work so that assistance and instruction could be given, loss of equipment and supplies prevented and the possibility of accidents eliminated.

To facilitate the work further, a supervisor of handcraft was employed to give assistance to the

individual instructors and to their groups. It was his duty to supervise the equipment, seeing that it was kept properly conditioned, furnishing the necessary supplies, and serving in any capacity which would promote the work. The equipment for the boys' work consisted of a rigidly constructed portable work bench with a tool cabinet beneath, a minimum equipment of recognized standard tools, a portable table and saw horse. Each center was supplied with a handcraft book and a set of prints containing a large number of suggested projects which might be carried out by boys of playground age.

Boat Building and Sailing

Building of boats has been one of the most popular handcraft activities for boys. There is a skill required in the construction and sailing of boats which in itself is interesting. There is also an opportunity for furthering this interest through early tournaments held to exhibit the various efforts in construction and design. These contests have an additional usefulness in bringing together a large number of boys and girls in a great outdoor social event. So valuable has the event proved to be in Cincinnati that the Public Recreation Commission is fostering it as one of the outstanding projects.

On August 17th the third annual boat contest was held at Inwood Park Lake. Each contest has shown a marked increase in enthusiasm and number of entries as well as in improved workmanship, skill and ingenuity in the construction of the boats. At the beginning of the season the boys are told of the annual contest and many start their models at an early date, though the majority wait until a few weeks before the event, when each center is given a list of the events and a blank to fill out estimating the number of entries. This blank is filled out by the instructor and returned to the director in order to encourage the various centers to secure as many entries as possible. Last year there were about two hundred boats entered in the contest, each boat being eligible for as many events as the rules provided.

RULES

1. A boat may be entered in more than one event but can only receive one award of recognition. If, for example, a boat is awarded a place in the "1st event," it would be ruled out for competition in the "3rd event."
2. No boat should be entered unless it has been constructed in whole or in part on the playground.
3. A boy may enter more than one boat in the contest; each boat being subject to Rule 1.
4. Any boy is eligible to enter a boat in the contest who has been properly registered on any playground in the city.

EVENTS

1. Who has the best "sailing sail boat"? (Judged by a boat race.)
2. Who has the best "show boat"? (Boats that are used for decorative purposes only.)
3. Who has the best "constructed boat"? (Judged for workmanship and not for sailing qualities.)
4. Who has the "largest boat"?
5. Who has the "smallest boat" that will sail?
6. Who has the best sailing "motor propelled boat"? (Judged by a boat race.)

In each of the above events four awards were given in the form of ribbons, the color of these ribbons being appropriate to the place for which they were awarded in the event. They were printed with the usual identifying phrase and the Seal of Cincinnati.

The events were all held the same day and presided over by a group of judges who were selected because of their experience with boys in the public school shops. The boys from the various centers were accompanied by their instructor who in turn was able to lend valuable assistance in conducting the contest.

In viewing these boats one could not help note the many different types and models which were displayed. Each boat was the result of the boy's own ideas carried out under the careful supervision of his instructor.

NOTE. From the N. R. A. may be secured patterns for making three types of paper boats—a canoe, a Viking ship and a motor boat. Price $.20.

Roller Skating Contests

Courtesy Board of Park Commissioners, Minneapolis

It's a proud moment in a boy's life when he receives his friends' congratulations on winning the races!

When spring comes, the roller skates which during the winter have played "second fiddle" to ice skates, are taken out, and made ready for action.

ONE of the most exciting and best played street games in the Chelsea district of New York City is roller skate hockey. For a number of years various boys' clubs of the Hudson Guild Settlement have formed hockey teams, playing with other teams of the neighborhood. These unorganized games, with no pre-determined schedule, rules or officials, usually resulted in free-for-all fights over some technicality, and because permission was not secured to block off the street there was a great deal of danger from passing cars. But this year, as a part of the sports program for the Guild's boys clubs, a league was organized for the roller skate hockey teams. The organization and functioning of the league are described by Dan Carpenter, a student at the National Recreation School, and Charles Decker of Hudson Guild, who were responsible for initiating the league.

A Roller Skate Hockey League in New York

The executive body of the organization is the League Council which consists of two representatives, preferably the captain and manager, from each team participating in the League. Two members of the Boys Club staff are ex-officio members of this body. The Council meets once every two weeks, but may be called together at any time when a question concerning the League arises. Its important duties, however, come at the beginning of the season when the schedule is drawn up and rules adopted. It also decides on eligibilities and picks the officials for the games. This Council is a very vital part of the League as it gives the boys a chance to voice their opinions on various disputes and makes for more interest in the welfare of the League on the part of the clubs.

The League is divided into two classes—the junior division in which the age limit of players is 16 years, and the senior division with no set limit as to age, although an effort is made to keep the age under 20 years. Eight teams are entered in the present round of play, four from each of the two classes, and two games are played on Sunday afternoons—one in each class.

The rules that pertain to the playing of the game are practically the same as those that govern regular hockey with the following exceptions:

1. In the junior division there are three periods of play, each period lasting 15 minutes; in the senior division there are also three periods, but each lasts 20 minutes.

2. There is no play behind the goals. If the puck is driven behind a goal, play is resumed with the team defending that goal taking the puck.

3. The playing field is 200 feet long and the curb of the street serves as out-of-bounds.

The special rules that govern the organization of the League, as drawn up by the Council, are as follows:

1. $1.00 entrance fee for each team. This is to cover the cost of awards and also to guarantee the appearance of the teams.

2. Junior and senior teams alternate each Sunday in playing first and second games. This ruling grew out of a controversy about its being unfair for either the juniors or seniors to get their players around so early Sunday afternoons throughout the season.

3. Any team failing to have six men ready to play 15 minutes after scheduled time of game will forfeit that game. Two forfeits will automatically expel a team from the League.

4. Each team must have a list of the players it will use throughout the season and hand this list into the League Council one week prior to the opening game. This ruling is to prevent the teams from recruiting players from outside clubs.

5. In case a team plays an ineligible man the opposing team has the right to protest the game. After every game the list of players used by each team is checked with the original list.

It is interesting to mention here the way in which the schedule was drawn up. The schedule was outlined beforehand, but in place of the teams' names the letters A, B, C, D were entered in the brackets. These letters were placed in a hat and at a Council meeting one of the team's representatives drew the letter from the hat which indicated his team's place on the schedule. This method met the approval of the boys and there were none of the usual "kicks" registered, such as: "That schedule was a frame-up," or, "We got 'chiseled' by having to play the best team first."

The "Round-robin" system of tournament play is used, each team in a class playing the others once. The standing of the teams is figured on the percentage basis and posted each week on the main bulletin board in the Guild. Individual scoring records are also kept and posted.

"Weather clear, track fast!" Skates will be oiled and examined critically for hot boxes by skating devotees in preparation for the roller skating tournament to be held on April second under the auspices of the Division of Recreation, Louisville. The whir of skates will soon be heard daily on streets roped off by the Police Department.

Through the cooperation of the New York City Police Department, Twenty-seventh Street is blocked between Ninth and Tenth Avenues, while the games are in progress, thus insuring against danger from passing cars. As far as we can learn, this is the first time that the Police Department has cooperated in completely blocking a street so that a street game could be played.

The expenses of equipment for the game is almost entirely an individual matter and amounts to very little. The boys buy their own skates, hockey sticks, and pucks, and "rig up" their uniforms. These "uniforms" are usually very picturesque. A typical goalee stretched out in front of his goal fighting for the puck, wears his mother's discarded blankets wrapped around his legs for shin guards, three or four sweaters to protect his arms, a baseball catcher's chest protector, and numerous other pieces of clothing for protection purposes. The other boys wear shin guards of wood or of felt, which they place under their stockings or tie around their legs. Gloves, sometimes three or four pairs, are frequently worn to protect the hands.

The necessity of this equipment is quite apparent to anyone who watches the game because the play is nearly as fast and every bit as hard played as ice hockey. The game is kept as clean as possible, but nevertheless it is hard to eliminate personal contact and an occasional crash on the shin when two or three players dash at breakneck speed after the puck, or when the defense is fighting hard to turn back an onrushing offensive attack. Much courage and alertness are required for a goalee to protect his net with sticks swinging toward him from every angle, but he does not flinch! If the puck gets into the net, he takes it like a true sportsman and fights the harder the next time.

The game is truly a great activity. It develops in the boy several of the fundamental skills, such as balance, locomotion, striking, timing, dodging and co-ordination of brain and muscle. At the same time, it brings out those qualities necessary in life, such as sportsmanship, courage, endurance, aggressiveness and alertness. The appeal of

the game is so great that several former basketball enthusiasts have now given up the hardwood courts to play roller skate hockey in the street.

When the season is finished the Council, in cooperation with Mr. McCloskey of the Boys Club Staff, will sponsor a banquet for the clubs in the League. Awards will be presented to the winning teams at this banquet, and Les Patrick and other stars of the New York Rangers hockey team will talk to the boys about their experiences in professional hockey.

In Other Cities

New York, with its well organized roller skate hockey league, is not the only city where roller skating is popular, though for the most part the organization in these cities is simple and the program is confined to skating meets and contests.

Courtesy Board of Park Commissioners, Minneapolis

Roller skating races are always popular, but there are other events on wheels which also challenge interest.

Belleville's Contest

In Belleville, New Jersey, the Recreation Commission and the Lions Club combined last spring in putting on a meet which was governed by many of the same rules used for track meets. No boy was permitted to enter more than two events and there were three classes or divisions—boys 9 and 10 years; 11 and 12 years; 13 and 14 years.

The following events were run off:

(1) *Dash.* Skate from one point to another as fast as possible.

(2) *Relay.* Have four boys on a team. Number them 1, 2, 3, and 4. Numbers 1 and 3 stand at one point and Numbers 2 and 4 stand at another. To start, Number 1 skates to Number 2, then Number 2 skates to where Number 3 is stationed, Number 3 skates to Number 4, and Number 4 skates to point from which Number 1 started.

(3) *Change Skates Novelty Relay.* Same as a relay, except that the team has only one pair of skates and when Number 1 skates to Number 2 he gives Number 2 his skates; Number 2 skates to Number 3 and gives Number 3 his skates, who skates to Number 4, etc.

(4) *Hurdles.* Same as a dash except that participants jump over small objects not over 8 inches high.

(5) *Obstacle Race.* Similar to dash. Contestants crawl through a barrel, jump over a box, or do something of that type on their way to the end.

(6) *Three Legged Race.* Two boys take part. One puts a skate on his left foot and the other boy puts one on his right, and they tie their skateless feet together. The boys use the feet that are tied together to push with, while they coast on the two that have skates on.

(7) *Wheelbarrow Race.* (Two boys). One boy has skates on his feet and the other has them on his hands. (He can hold on to them or tie them to his hands). The boy with skates on his feet catches the legs of the other one and while holding them in the air pushes his partner, who has his hands with skates on, on the ground, to a certain place or point.

(Continued on page 690)

When Four Hundred People Play Together

There is a challenge to recreation leadership in the conduct of social activity programs for large groups.

The problem which was presented at the Recreation Congress of bringing into the play hour about four hundred people is one which is continually duplicated at conventions and other large gatherings. Arthur T. Noren of the N.R.A., who was in general charge of the play hour and who had the assistance of a number of the delegates as game leaders, tells how the problem was met.

"It will be so helpful if we can get four or five hundred delegates into a play program on the opening night of the Congress. For many, this will be the first attendance at a Congress. We want them to feel at once that they 'belong,' that this is their 'show,' that just as we do have common problems, similar responsibilities, and equal opportunities on the job, so also can we share experiences in our social, recreational life. Let's play together!"

Three or four hundred adults? At once? In the same hall? That has an interesting challenge. Certain problems occurred at once. A number of activities, adaptable for large groups, could not be used because of frequent use on previous occasions. Games, as well as songs, can be done to death. Mass activities involving strenuous physical activity would not fit the situation. Dances in which difficult technical steps were found would soon lose the interest of many in the group. Quiet games or activities involving close attention or a subdued setting would lose out in the environment of a huge hall, large crowd, and noisy onlookers. It seemed best to elminate games requiring equipment or supplies as far as possible. The purpose of the Play Hour, again, was to provide an evening of joyous, wholesome, happy play that would secure a genuine feeling of group sociability.

The plan of activities as conducted followed this form:

A. Informal Grand March

1. The crowd was about equally divided. The men formed a file on one side of the hall and the girls on the other, both facing the front of the hall, where the director stood.

2. The files separated, the leaders taking them along the wall to the back of the hall where the two files met and came up the center by two's (in partners).

3. When the double files reached the front end of the hall, partners stayed together and alternated, the first couple going to the right, the second to the left, third to the right, and so on. When the two files of couples met at the back of the hall, they came up the center by four's.

4. When the files of four reached the front end of the hall, they divided in two's again, one file of couples turning to the right, the other to the left. When the two files of partners met at the back of the hall, they continued marching toward each other and the file at the director's right formed a bridge by joining inside hands and holding them up high, under which the opposite file marched. (Both files of couples continued to march forward.)

When the two files met at the front of the hall, the opposite file formed a bridge under which the first file marched. The same was repeated again, each file forming a bridge twice. They met at the back of the hall and came up the center by four's.

5. Coming up the center again by fours, dividing in the middle by two's each file of couples turned back close upon its own line. The files turned away from the center at each end of the hall.

6. The files met and came up the center of the hall in files of two's. From this formation the files marched into a double circle.

There are many types of activities which can be adapted to large group use - march formations, mixers, singing games, folk games, novelty stunts and folk dances. All these and many others in the hands of skillful leaders can be used to create an atmosphere of friendliness among people heretofore strangers.

This was used to overcome an apparent timidity on the part of many to participate. Lively, exhilarating march music kindled in all a desire to get in line and march along. Formal commands, the atmosphere of the drill team, and the military attitude were all eliminated. In step or out of step, they all held hands or took arms, whistled, sang, or clapped hands to the rhythm. The two men and women at the head of the lines had been previously instructed in the simple formations to be used. The leaders understood the directions, the rest simply followed, and there was no need to worry about the possibility of having to straighten out a maze of marching lines. Assistants, placed at each end of the hall, waved simple traffic officer directions, and insured the success of the start of the program.

B. Opposites—a mixer—double circle formation facing partners. Inside circle was numbered one, and the outside circle was numbered two.

1. Nose and ear — the nose was grasped with the right hand. The right ear was grasped with the left hand. At the signal, "change," the nose was grasped by the left hand, and the left ear by the right hand. The positions were first taken by the Number One group, who changed at the leader's command. Considerable amusement was provided for the Number Two group. The actions were then repeated by the Number Two group in order to entertain group Number One.

2. Rub stomach, pat head — with the right hand, a clock-wise, circular movement was made on the stomach, with the left hand, an attempt was made to pat the top of the head. These movements were made simultaneously. The actions were first gone through by group Number One. At the command, "change," the opposite action with each hand was attempted, Group Number Two then went through the movements.

3. Invert hands — Crossing the hands in front of the body, the fingers of both hands were interlocked. The hands were then brought toward the body and out, so that the back of the fingers were uppermost. This was done by those in group Number One. The opposite partner in group Number Two pointed (being careful not to touch the finger) to a finger which he wished Number One to move. This was done several times. Usually the finger opposite the one pointed at moved.

4. Knock off the hand—Closing the fists of each hand, the right fist was placed above the left. The elbows were extended in opposite directions. This was done by those in group Number One. The opposite partner in group Number Two attempted to break apart the fists by hitting at the point of contact of the fists with his index finger. If done correctly, Number One could not prevent his fists from coming apart. The leader tricked his own victim by placing the thumb of the lower hand inside the fist of the upper hand.

5. Circle leg clock-wise, make figure six with hand—With the left leg making a circular movement in clock-wise direction, a simultaneous attempt was made to trace a large figure six with the right hand.

6. Elk sign and violin—Those in group Number One placed the thumbs of the right and left hands in the right and left ears respectively. The fingers of each hand were spread out forming the so-called elk sign. Those in group Number Two assumed a pantomime position of playing a violin. The action was started by Number One, and, at any time he wished, he took the position of Number Two, who immediately assumed the position of Number One. The changes were done quickly, causing considerable amusement and confusion. The responsibility for the change of action lay with the Number One group.

These stunts of coordination were used to break down anti-social resistance quickly. Invariably the difficulty of solving the seemingly simple acts produced laughter from both the

participant and the onlooker. Reversing the situation added to the merriment. Moving one place to the right brought new people face to face for a new stunt. Stunts were selected that offered some possibility of success, created a comic picture, and retained the double circle formation.

C. How Are You? — singing mixer — double circle formation (Canadian delegates forming inner circle, United States delegates the outer).

1. A simple greeting song was sung by the United States delegates (outer circle).

"How do you do, Canadian friends, how do you do.
Is there anything that we can do for you?
We'll do the best we can—stand by you to a man,
How do you do, Canadian friends, how do you do?"

2. Response by Canadian delegates (substituting "American friends").

3. Sung through several times by the entire group of delegates:

"We're all together again, we're here, we're here,
We're all together again, we're here, we're here,
Who knows when we'll be all together again,
Singing all together again, we're here, we're here."

The song leader here, in the spirit of the college cheer leader, without technical directions or loss of time, got a lively, loud, generous participation, each group applauding the other.

D. Conversation — a mixer — double circle marching in opposite directions. The march was played until the whistle was blown; when the music stopped, the circles faced, and each person began to talk simultaneously with the person opposite him on these subjects:

1. "My name is John Brown and....."— proceeding to introduce himself.

2. "People call me Sally because....."

3. "What do you think of Toronto?" "Why, it's the....."

4. "I live in Texas. The climate there is ....."

5. "My address is Jersey City. Look me up....."

After a minute, the whistle blew again, the circle continued marching in the same direction as before until the five subjects for Conversation were covered.

*E. Bingo — singing, folk game, single circle. Players formed a single circle, girls at the right of partners.

This song was sung:

1. There was an old dog lay on the mill floor
   And Bingo was his name.
2. B-I-N-G-O, B-I-N-G-O, B-I-N-G-O
   And Bingo was his name.

CHORUS

3. B - I - N - G - O (Slowly spelt)
   And Bingo was his name.

During the singing of 1 and 2, players circled to the left. At 3 they executed the grand chain to the fifth person who became the next partner, each letter being held long enough to pass a player. Right hand was extended to partner on "B," left to the next on "I," etc. The "O" was a shout of pleasure at securing a congenial partner for the next round.

The song and action were taught simultaneously. No time was wasted on preliminaries, and the game was taught in several minutes. At the point when interest lagged, after the game had been kept going until it had been thoroughly learned and enjoyed, it was stopped. The catchy tune was heard being whistled or hummed for days after the party.

*F. Ach Ja—singing, folk game, double circle.

Partners joined adjacent hands, the man with the left hand toward the center of the circle and with the girl on the man's right. They walked to the right around the circle four slow steps; partners then faced each other, released hands and bowed very simply by bending at the hips, on "Ja" (song below); then they turned back to back and bowed again on "Ja." This was then repeated from the beginning.

On the Chorus, partners joined both hands and moved to the man's left, stepped to the side, then stopped, bringing the feet together (step, close) and so on for four steps and finishing with the bows as before. It was repeated, moving in the opposite direction. Then each man moved forward taking the next girl as partner, and the whole dance was repeated.

The words of the song are as follows:

"Wenn der Vater und die Mutter
In die Kirche weite gehen
Ach ja! Ach ja!
Und haben wir kein Geld,
So hab'n die ander' Leut'.
Ach ja! Ach ja!"

*Handy No. 2—Social Recreation Union, Delaware, Ohio.

CHORUS

"Tra la la, tra la la, tra la la la la la la,
Tra la la, tra la la, tra la la la la la la,
Ach ja! Ach ja!"

In an earlier music period, by the use of a slide, the words and the melody were sung and learned. The German words were simple and the translation would have detracted from the song. Beginners hummed the words and sang out on "Ach ja" and the Chorus. The tempo was leisurely as a "couple strolling along under the trees, hand in hand."

G. STOCK EXCHANGE—a novelty stunt to form equal groups.

Twenty sets of numbers from one to fifteen were prepared on pieces of cardboard three inches square. Each person in the group was given one of these numbered cards. The numbers were passed through the group, each person called out his own number, and soon the hall took on the appearance of the Stock Exchange floor as the "one's" attempted to find all of their group, the "two's" all of their group, and the "three's" all of their group. After a few hectic minutes the various numbers collected in units of fifteen in single file at a designated point. Through this means the group of three hundred quickly formed in teams of fifteen in relay formation for the next series of activities.

H. RELAYS—line formation, fifteen in each column.

1. Turn and check—At a signal, Number One turned around and took the right hand of the person behind him, shook the hand vigorously twice, saying, "How-dy-do." Number Two turned and immediately repeated this operation with Number Three, etc. The last man in line running forward, at the end of the game, shouted "How-dy-do" to the judge.

2. Running the scale — The whole group sang through the following words:

"There was a little pussy,
Its coat was silver gray,
He lived down in the meadow
And never ran away.
He'll always be a pussy,
He'll never be a cat,
For he's a pussy willow.
Now what do you think of that?"

Following the last word of the verse, Number One of each line ran to a designated point and starting with the first note of the scale, sang "Meow," returned to place and touched Number Two, who ran up forward, sang "Meow" one note up the scale, returned to place, and touched Number Three. Each succeeding runner repeated this operation, until the top of the scale was reached. The ninth person and those following sang the same word, but going down one note on the scale. The team which first completed the relay, having each member sing one note of the scale, won.

3. Bean and straw pass—Every member of each team received a soda straw and a paper cup. Number One man had in his cup ten ordinary white beans. At a signal, he passed one bean at a time to the cup of the person behind him by lifting the bean through suction of the straw. Each in turn passed the beans to the person behind him. When the last man had received the ten beans in his own cup he ran forward to the head of the line.

GENERAL NOTE—To assist the judge in determining who the last man was, a paper hat was placed on his head.

Following this series of relays, the group was brought into double circle formation.

I. SIEBMSCHRITT (THE SEVEN STEP)
From *Five Folk Dances,* by Elizabeth Burchenal. G. Schirmer, New York.

J. GOOD NIGHT, LADIES—singing game, double circle formation.

To the familiar tune of:

"Good night, ladies! Good night, ladies
Good night, ladies!
We're going to leave you now."

CHORUS

"Merrily we roll along, roll along, roll along,
Merrily we roll along, o'er the deep blue sea."

Couples formed a circle, partners facing, men on the inside. Outside circle stood still on the verse, while the inside circle moved to the left. On the first "Good night, ladies," the man shook hands with his partner. He then moved left and shook hands with the next lady, then with the next, and with the fourth on "We're going to leave you now." He kept this lady's right hand and took her left also, and all skipped around the circle while singing the chorus. This was repeated four times, bringing the program to a close.

Recent Developments in the International Recreation Congress

WITH the First International Recreation Congress less than six months away, arrangements for this significant world-wide meeting on recreation are rapidly maturing.

The Program

The program committee is arranging for seven days filled with a variety of event designated to enrich the experience of all who attend.

J. Sigfried Edstrom
Sweden

A world view of recreation will be presented in a series of general sessions, one each morning, addressed by authorities from many nations who will speak on recreation in their countries. There will be a group of meetings each morning from 9:15-10:45 devoted to the discussion of specific topics. Following the presentation of talks by leaders there will be an international exchange of experience.

The general evening sessions are to be addressed by men of international reputation. Among those thus far scheduled are: Honorable James Rolph, Jr., Governor of California, Count de Baillet-Latour of Belgium, Chairman of International Olympic Committee; Dr. Theodor Lewald and Dr. Carl Diem, President and Secretary of the German National Commission for Physical Education, Germany; Honorable Albert Thomas of France, Chairman of National Committee on Leisure and Director of International Labor Bureau of the League of Nations; Noel Curtis-Bennett, C.V.O., Treasurer of National Playing Fields Association, England. Others will be announced later.

An important part of the program will be in the nature of demonstrations being planned by the Local Arrangement Committee. On Saturday, July 23, the opening night, a spectacular water pageant, "The Enchanted Pool," is to be presented in the Olympic Swimming Stadium by the Department of Playground and Recreation of Los Angeles. On Sunday night, in the Hollywood Bowl, a massed music demonstration will be given, including an amateur chorus of one thousand voices, a massed band of several hundred pieces, a community symphony orchestra, and other music features. It will be an inspiring

Through the National Office of Physical Education Sports Programs are Promoted Throughout Roumania.

Photo, M. Vesa, O. N. E. F.

experience to join with thousands in singing the folk songs of other nations. On Monday night, following the general evening session, all delegates will join in a play demonstration. On Wednesday night, in the picturesque Rose Bowl in Pasadena, there will be staged an International Play Day—exhibiting traditional games and folk dances.

A generous amount of time is being left for a series of tours being arranged by the Local Arrangement Committee to visit and observe the many recreation facilities and other attractive features in and about Los Angeles.

Special Train to Los Angeles

On Friday, July 15, the S. S. Roosevelt will arrive in New York bringing European delegates for the Congress. The next day, Saturday, July 16, the Recreation Congress Special Party is scheduled to leave for Los Angeles. Four stopovers are scheduled in Chicago, Salt Lake City, Oakland, and San Francisco where those on the Special will be guests of local committees. It is expected that delegates from New England, the South and Middle West will join the Recreation Congress Special and enjoy the advantages of this organized tour and the hospitality and educational features to be provided.

The estimated cost of the round trip from New York, including railroad fare, pullman, meals en route, and room and meals in Los Angeles for one week is approximately $300. From all points West the cost is proportionately less. This is an unusually low rate for a tour of the United States and a week at the First International Recreation Congress. For the additional cost of room and meals delegates may stay over for the Olympic Games. Many are planning now to combine this significant meeting with a vacation in the West. Are you going to be there?

Among the Foreign Delegates

Among the foreign visitors at the headquarters of the Congress Committee this month was the Count de Baillet-Latour, the Belgian member on the International Advisory Committee and Chairman of the International Olympic Committee. The Count went over the detail plans, made valuable suggestions and expressed himself as being delighted with the comprehensive plans thus far made. He reported the keen interest being shown in Belgium and other parts of Europe in the Congress. The Count will be at Los Angeles and will address the Congress.

As a result of the publicity about the International Recreation Congress in Japan and the active interest of Russell Durgin, an American who has lived a number of years in Japan, a group of leaders, including Baron K. Yamakawa, Dr. T. Iwahara, Professor B. Otani, Mr. K. Inoshita, Mr. D. Ogasawara, Mr. K. Yoshida, Mr. T. Yanagita, met at the office of the Department of Education of the Government and laid plans for forming a Japanese Recreation Association. Mr. Durgin and other delegates from Japan are planning to attend the Congress.

In Holland, Dr. W. P. Hubert van Blijenburgh, a Congress enthusiast, is visiting a number of cities and is organizing a party to attend the Congress at Los Angeles and the Olympic Games.

Railroad Rates for Congress

Estimated cost round trip going in Special Train to Los Angeles and returning by regular train service, any route desired:

From New York	*Estimate No. 1*	*Estimate No. 2*
Round Trip Rail Fare	$122.00	$122.00
Extra Fare, New York-Chicago	6.00	6.00
Pullman Berth, Oakland, California.	33.38	26.70
Pullman Seat, San Francisco - Los Angeles, California	2.25	2.25
Meals on Train, Going	10.60	10.60
Meals at Stop-over Points	7.00	7.00
Hotel Room at Oakland, 1 Night	2.50	2.00
Hotel Room at San Francisco, 1 Night	3.50	3.00
Room at Hotel Biltmore, Los Angeles, 7 Days	35.00	24.50
Meals in Los Angeles, 7 Days	28.00	21.00
Tips	5.00	5.00
Incidentals	10.00	5.00
Meals on Trains, Returning	18.00	18.00
Pullman Berth, Los Angeles - New York, Returning Direct	32.63	26.10
	$315.86	$279.15

Estimate No. 1 includes: Lower berth, single room in hotels, larger allowances for meals and incidentals.

Estimate No. 2 includes: Upper berth, two persons in a room, and lower allowances for meals and incidentals.

Note No. 1: Diverse routes are permitted returning and passengers are required to specify routes desired at time of purchase. Tickets routed by special train on going trip and returning via Portland, Seattle or Canadian points, an additional fare of $8.00 will be charged.

Note No. 2: Members who plan to remain over in Los Angeles for the Olympics should add from $6.00 to $9.00 per day or room and meals, plus admission to the Olympic events.

New Members on the International Committee

Six representatives not reported upon before have accepted membership on the International Advisory Committee.

MR. J. SIGFRID EDSTROM of Vesteras, Sweden, is one of Sweden's leading industrialists. Since 1903 he has been the Managing Director of the Swedish General Electric Company, as well as president of various other industrial concerns in Sweden. He is a member of the Swedish Academy of Science of Engineering and Vice-President of the Board and member of the Executive Committee of the International Chamber of Commerce, a member of the International Olympic Committee, Vice-President of the Swedish Olympic Committee, and has been President of the International Amateur Athletic Federation since its foundation in 1912.

Enoc Aguado
Nicaragua

FOR many years Colonel Virgil Badulescou has been interested in sports, recreation and physical education. In preparation for his present position of General Director of the National Office of Physical Education for Roumania, Colonel Badulescou studied in several countries in Europe and during the Balkan War and the World War took the leadership in introducing physical education and sports into the army. For the last ten years Colonel Badulescou has devoted himself entirely to promoting physical education and sports in Roumania resulting in the creation of the National Office of Physical Education—a state department which has established a school of higher instruction in physical education, a military institute of physical education for officers, a propaganda organization popularizing the practice of physical education, sports, camping, and other activities in the general field of recreation. Under his direction a recreation center has been established at Techirghiol at the border of the Black Sea where each year in the summer time hundreds of children and amateurs go for sports and recreation. A special training program for winter sports is conducted annually at Predeal in the Carpathians. Under Colonel Badulescou's leadership, the office has acquired and is acquiring land which eventually will be used for sports and recreation in almost all of the cities and villages of the country. Colonel Badulescou hopes to attend the Congress.

A. W. Jessop
Egypt

MR. A. W. JESSOP, Director of Barclays Bank for Egypt, Sudan and Palestine. Municipal Councillor. Mr. Jessop has taken a great interest in sport and recreation for the past twenty-five years in Egypt, serving as President of the British Rifle Club, Chairman of the Y. M. C. A. Physical Committee, Vice-President of Hawks Rugby Football Club, and Vice-President of the Amateur Boxing Federation. Mr. Jessop is keenly interested in the International Recreation Congress and is spreading information about it in Egypt.

ENOC AGUADO is Vice-President of the Republic of Nicaragua. He has been prominent in the civic, educational, and political affairs of Nicaragua, serving as Dean of the faculty of Derecho del Centro, President of the National Election Council, and a member of the Reclamation Commission. Mr. Aguado is one of the leading members of the Liberal Party in Nicaragua and is very much interested in the development of recreation for his country.

Col. Virgil I. Badulescou
Roumania

Julio J. Rodriguez
Uruguay

JULIO J. RODRIGUEZ, in addition to training in his own country, is a graduate of Springfield College Springfield, Massachusetts. He has served as a Y. M. C. A. leader, Director of Recreation, Director of Physical Education in Schools, and at the present time is General Technical Director of the National Commission of Physical Education for the Uruguayan Government. Mr. Rodriguez has studied and worked in South America, United States, and Europe and has a broad training and experience in play, recreation, and physical education. As an organizer, educator, executive, public official, Mr. Rodriguez has made an important contribution to the recreation movement in Uruguay.

Dimiter Lazov
Bulgaria

MR. DIMITER LAZOV, Bulgarian member of the International Advisory Committee, is chief of the Department of Social Welfare of the Ministry of Interior of Bulgaria. He was formerly President of "Junak," the Bulgarian organization for physical education, editor of *Health and Strength*, and at present is President of the editorial committee of *Sport News*. For many years Mr. Lazov has been an active social worker and educator. Since the announcement of the First International Recreation Congress Mr. Lazov has been active in forming a group of leaders in Bulgaria into a recreation organization.

Mr. Lazov plans to attend the National Recreation Congress and to visit a number of American cities to study recreation.

A Benefit Circus for the Unemployed

By NATHAN L. MALLISON
Superintendent of Recreation
Jacksonville, Florida

Courtesy Red Cross Courier

If you're going to risk your life, why not do it in a good cause?

It is hard work and there are many problems, but it's worth while, too!

THE playground circus has won a justly popular place for itself in the recreation program. Why not such a circus, greatly magnified, with an increased admission fee, presented as the recreation department's contribution to unemployment relief—one of the "drops" which with thousands of others will help to make a "full bucket"?

Such a circus will accomplish a number of purposes. It will provide entertainment and a consciousness of helping for those who purchase the tickets; it will draw into the roster of performers many who are unemployed and help break the nervous strain under which they are laboring; it will create a spirit of team play among the city departments who are working with the recreation department, and finally, the funds raised will give temporary employment to many, tiding them over a serious period. And since in many municipalities such relief labor is being used to improve park and recreation areas, it will help materially in beautifying the city.

All circuses are billed as "monstrous productions." Superlatives have a large part in circus publicity, but in the case of a benefit circus we mean a truly mammoth spectacle! The price of admission accordingly rises from 10 cents to $1.00, and people are glad to pay it. This type of mirth provoking entertainment characterized by "augmented acts in amazing abundance," is also characterized by plenty of hard work on the part of the organizer who serves as "tail twister" for the whole idea. The man of the hour in this case is the recreation executive and his play leaders are the power behind the throne.

While Mr. Mallison gives us in this article a few of the technical details involved in a circus with 1,200 performers, it is not his purpose to tell how to run a circus. It is intended, he himself states, more as a general presentation of the idea by one who had a part in producing a benefit circus—and who would like to do it again!

Circus Organization

Speaking from experience, because the writer has no other criterion, the following organization is effective in the promotion of a benefit circus for the unemployed:

Business Manager—This man should have charge of the ticket sale and, if the circus is to be the product of all city departments, should have a representative charged with distributing tickets for sale in each department or bureau of the city. He should not in any way be responsible for the program.

Producing Director—This individual should be either the recreation executive or

drama director and the responsibility of actually training and producing the show is his. He acts as master of ceremonies on the day of the circus, but does it from "behind the scenes." He sees that the acts are ready to go on in proper sequence.

Announcer—In a circus of this magnitude, a loud speaking system is advisable with telephonic communication from the master of ceremonies to the announcer. When an act is ready, the master of ceremonies, using a flash card with numbers or his telephone, when possible, notifies the announcer, "Act 66 now entering Ring Number 2" and the announcer proceeds with the usual ballyhoo.

Section Leaders—All participants in the circus should be seated in special stands with a section leader and runner in charge of each group. Groups may be numbered by acts or may be segregated by type as: *Ring 1, Platform 1, Ring 2, Arena, Walk Arounds, Raised Platform 2, and Race numbers.*

Costumer—This person with his assistants is given charge of all costumes and properties.

Make-up Master—There should be several of these applying the make-up previous to the show.

General Attendants—The duties of ushers, ring attendants, ticket takers, and other officials, are so well known that they will not be defined here.

In actually starting the circus, the producing director holds a meeting with a committee made up of one representative from each city department. He suggests a number of acts, allowing them to choose the ones they desire. A great deal of hidden talent is usually unearthed during this procedure. Committeemen in turn will suggest original acts which may be entered on the program. Between the first and second meeting of the committee, the director should hold separate conferences with each department representative, advising him concerning the details of his particular act. At the second meeting with the committee, progress reports are requested and real enthusiasm begins to manifest itself. By this time the newspaper publicity released by the director has captured the public eye and numerous professional acts will volunteer their services. Jacksonville, Florida, in its circus for the unemployed had talent ranging from tap dancing students in local schools to stars of the New York Hippodrome and continental theatres. Many of these were unemployed and the circus provided an emotional release in that it gave them an opportunity for the expression of their art. Some secured short engagements as a result of their appearance. Many citizens without dramatic

It's pretty thrilling when you stand poised in mid-air ready for that breath-taking stunt!

Courtesy Red Cross Courier

The charge for admission will have to be much more than two cents at a benefit circus, but everyone will be glad to pay a generous fee. And a well managed circus means a lot of fun for all!

ability volunteered for other jobs and lost themselves for awhile in the gay hurly-burly of circus life. The nervous tension associated with weeks of unemployment was broken and they were relaxed mentally and physically.

The ultimate objective, a fund to aid unemployment, was materially helped by an advance sale of tickets. Policemen, who usually give tickets, proved most adept in selling them, and the prospective purchaser was so delighted to discover he was not being presented with a parking ticket that he was glad to make the purchase!

The Program

The Jacksonville program printed below is shown, not as a model program, but as an instance of a program that practically evolved itself. A great deal of care must be taken by the director in arranging the time sequence of acts on different parts of the field so that a musical act on the platform will not conflict with band music on the field and vice versa.

Grand Opening—2 P. M.

Elevation of Aerial Ladder (Star Spangled Banner)
Grand Parade of All Participants

Platform Acts—In Order of Appearance—2:15 P.M.

Terpsichorean Trippers—Helen Beard School of Dancing (Ten Numbers), of Green Cove Springs
Professor Angelo Gonzololló—Strong Man—Confederate Park
Tantalizing Tessie and Her Tap Dancers—City Fire Boat
Transylvanian Army on Parade—Troop 15, Boy Scouts of America
Rah-Rah Review—Bagaley School of Dramatics. (Three numbers)
Batty Bicycle Boys—Norwood Playground
Sheldon's Blue Ribbon Chorus of 1931—Sheldon School of Dancing
Buckshot Pete, the Sharpshooter—Norwood Playground
Hula Hula Hattie and Her Hawaiians—Troop 21, Boy Scouts of America
The Volga Boatmen—Troop 40, Boy Scouts of America
Pritiriski and His Komical Kwartet—Lackawanna Playground
William Tell—Norwood Playground
Highland Dance—Jacksonville Tourist Club
Roller Skating Bears—Riverside Playground
Levitation Lorenzo—Overcomes Gravity—Troop 3, Boy Scouts of America

Field Acts—In Order of Appearance—2:15 P.M.

Concert and Fancy Drill—Edward C. DeSaussure Post No. 9 Drum and Bugle Corps
Equestrian Drill Led by P. W. Taylor on His High School Horse—Taylor Riding School
Calisthenics—Fire Department
Castoria College v. Unicorn University (Football Classic)—Engineering Department
Exhibition of Equine Hurdling—P. W. Taylor Riding School
Figure Marching and Calisthenics—Police Department
Bingville Fire Department—Fire Department
Regulation Drill—Troop 12, Boy Scouts of America
Tattered Tumblers—Lackawanna Playground
Clown Baseball—Liberty Playground
High Pressure Demonstration—Fire Department
Jumping Into the Net—Fire Department
Tactics and Calisthenics—School Boy Safety Patrol—Accompanied by the Recreation Department Drum and Bugle Corps
Tug-of-War—Police Department v. Fire Department
Rajah, the Iron Jawed Man—Interstate Advertising Company
Crisco v. Mazola—Norwood Playground and East Jacksonville Playground (Chariot Race of Ancient Greece)
Three Legged Shinny Game—East Jacksonville Playground

Circus Ring Acts—In Order of Appearance—2:15 P.M.

Senor Salami and the Barcelon Bull—Engineering Department
Traffic Tangles—Police Department
Indian Idiosyncrasies—Jacksonville Council, Boy Scouts of America
Dare-Devil Daphne, Death Defying Diver—Norwood Playground
Trained Bear Act—Riverside Playground
Isadora, the Irish Elephant and Ikie, her Baby—Willow Branch Playground
Zazarazabelle, the Arkansas Pie-faced Giraffe—DeSoto Playground
Naomi, the Oskosh Ostrich—Riverside Playground
The Galloping Gazoodelumpus—Lackawanna Playground
Whooping Wampus Woofus—Liberty Playground
The Giggling Goops—Confederate Playground
Cantankerous Camels—Norwood Playground
Spark Plug and Halitosis—High School Horses
Wild and Wooly Wizard of the Jungle—DeSoto Playground

Boxing Ring Acts—In Order of Appearance—2:15 P.M.

Negro Battle Royal—Five Caddies from the Municipal Golf Course
Young Siki v. Jax Tar Baby—Two Caddies from the Municipal Golf Course
Tom Sharkey, 97 lbs. v. Fullie Jackson, 100 lbs., Four Rounds
Freddie Bianco, 108 lbs. v. Joe Nassau, 110 lbs., Four Rounds
Barrel Boxing Exhibition—Riverside Playground
Charlie Battle, 112 lbs. v. Julian Jackson, 113 lbs., Four Rounds
Joe Watus, 125 lb. v. Red Turner, 126 lbs., Four Rounds
Wild Willie Whoozis v. Roaring Red Riley—Riverside Playground.
Young Burkel v. WHO Four Rounds
Eddie Wilson, 118 lbs. v. Eddie Bass, 117 lbs., Four Rounds
Midget Maloney v. Giant Gordon—City Garage
Tommy McGafferty, 165 lbs. v. Bill Sikes, 168 lbs., Four Rounds
Big Bill Sheffield, 190 lbs. v. Frank Mackery, 192 lbs., Four Rounds
Dick Gore, 145 lbs. v. J. B. Vinzant, 147 lbs., Four Rounds

Walk Around Numbers

All Walk Around Numbers will participate in the parade around the arena at 2 P.M. After that, they may work in the audience and around the field. Straight acts may be burlesqued by "Walk Arounds," but should not in any way be interfered with while being staged. Generally speaking, "Walk Arounds" should work in vacant spots on the field. Remember the show lasts three hours, so you should rest some of the time. Don't use all your ammunition the first hour.

Female and Male Escort—Electric-Water Department
The Strong Pulling Little Dog—Riverside Playground
Maggie and Jiggs—Norwood Playground
Peep Shows—East Jacksonville Playground
Goofy Gazook, the Golfer—Municipal Golf Course
John D., the Golf Player—Building Department
Largest Hot Dog in Captivity—Confederate Playground
Bearded Lady—DeSoto Playground
Half Man, Half Woman—Liberty Playground
Aunt Miranda—Water-Electric Department

(Continued on page 691)

Community Music During the Depression and After

By AUGUSTUS D. ZANZIG
National Recreation Association

Music, with its power to give mental and emotional relief and courage, may be as vital a force now as it was during the war.

OUR first thought with respect to the possible values of music in the present emergency is likely to be of the need for sustaining and heightening the morale of the people, especially of the unemployed. Along with this thought comes the wish to give employment to the many professional musicians—performers, leaders and teachers—who are out of work and in distress. We are interested, then, in finding out in what ways people, especially, but not only, the unemployed, may be helped to find for themselves in increased measure the happiness and upbuilding satisfactions of singing, playing or listening to music; and also in finding out how capable performers, leaders, and teachers among the unemployed can be selected and helped to find engagements that will bring to them the means of physical relief, and to others, as well as themselves, music's power of giving mental and emotional relief and courage. For the latter benefit, capable musicians who are not among the unemployed will also need to be enlisted.

Some Principles of Procedure

Most unemployed men and women are completely preoccupied—many desperately so—with the hunt for a job and for the bare necessities of life, and with fears for the future. They, and even those who are not in immediate need, are hardly in a mood to sing or play for the love of doing so unless that love is deep and of long standing. The feeling, day after day, of not being needed or wanted is itself enough to silence the natural urge to sing or play. But it is precisely this demoralizing state of mind that we are trying to dispel. We must see to it that no one is without the bare needs of life; but this having been done, what an achievement it would be if any number of the unemployed could rise to the point of singing or playing in chorus, orchestra, band, or smaller group, or of using in similar ways some of their energy and some of the many hours in which they cannot now effectively seek a job, in acquiring new skills and appreciations or enhancing old ones, if only for the joy of expression and of doing something, anything, well, or of growing in the doing of it! Certain considerations, however, would have to be followed.

1. The opportunities for musical activity would have to be offered with the idea that any persons who have the time might like to take advantage of them. There should not be any special appeal to the unemployed, no segregation of them. The reasons for this are obvious. Ideally, any group would include mothers and other people who are employed as well as people who have no work. Some of the many men and women who are now

The Junior Band in Maywood, Illinois, fostered by the Recreation Department, is helping to dispel gloom!

employed for only two, three, or four days a week are likely to be among the first to respond to the opportunity.

2. Many a person has at some time wished that he or she could learn to sing or play well, or to listen more enjoyably to music, but the pressure of daily work and perhaps of the easy, sensational amusements of the crowd has heretofore kept him from doing so. Now is his opportunity. For him the educational attitude will be effective; the best sort of class procedure will please him, the sort in which the music's the thing, interest is held strong and high, and he can feel himself growing in real musical skill and enjoyment. But for most people the activities offered would have to be regarded and carried on as modes of recreation, though the interest and growth found in the class procedure could be as well and satisfyingly cultivated through this attitude as through the educational one.

3. No kind of instrument or activity is to be despised, no matter how crude it may be, if in any degree it gives or may give to the player or singer the liberation, inspiration and delight for which the best music of every sort is admired. Some people, especially among certain foreign-born groups, will find as much satisfaction in a fretted instrument as others will find in a violin. The thing expressed or striven for, and the quality of the performer's own experience are the important considerations.

4. We certainly want cheerfulness and fun, and some of us may want the inane, devil-may-care attitude of certain popular songs. But these are not enough. Few of us want only to be tickled or lulled into mere forgetfulness. The unemployed man or woman in distress wants to feel free again, unharassed by doubts and fears, but he wants also to regain his self-respect, to be reminded of the best that is in him. Music can go far in answering this need. So the best folk songs of many different moods, great though simple hymns and choruses, fine, full-flowing tunes like the Bach "Air for the G String," and other music that has in it the beauty and other qualities of fine, upstanding manhood and womanhood will if well presented, have a large place if not the whole place. For within the many fields of the best music, including the best popular music, there is no end of hearty cheer and fun as well as of a deeper happiness. This principle applies also to the qualities of performance and the choice of an instrument. In no other field of expression can a love of the best be attained by so many people as it can be in all things musical, and in no other field is striving for the best more rewarding.

5. In seeking places for musical activities, and organizations to provide them, first consideration should be given to places and agencies already providing them, such as community centers, schools, churches, clubs, and libraries, and community choruses, orchestras and bands. The possibilities of extending and enhancing what is already going on should receive full consideration and action before new places and organizations

are established. An adequate though brief survey of the city's resources of these kinds should be one of the first steps.

6. Where concerts are given, the standards of performers will have to be high because the expectations of listeners everywhere have been raised by the radio and sound-pictures. Capable vocational musicians should be given preference wherever a remunerative engagement is possible.

We shall examine first the field of concerts.

Kinds of Concerts

I. Vocal
   - A. Adult choruses, glee clubs, and church choirs, including Negro and foreign-born groups.
   - B. Small groups, including family groups.
   - C. School groups of all kinds.
   - D. Soloists.

II. Instrumental
   - A. Adult orchestras and bands.
   - B. Fretted instrument groups.
   - C. Duos, trios, quartets and other small groups, including family groups.
   - D. School groups of all kinds.
   - E. Organ recitals in churches.
   - F. Other solo recitals.

III. Combinations of coordinate vocal and instrumental groups or individuals, as in a festival, an opera or operetta, and an organ recital at which a choir also performs.

IV. Radio and phonograph reproductions.

"No kind of instrument or activity is to be despised if in any degree it gives to the player or singer the liberation, inspiration and delight for which the best music of every sort is admired. For music, like religion, is at best a way of life, not merely a profession. It is a possession."

Places for Concerts

I. Churches.
II. Community centers and settlements.
III. Evening schools and other school buildings.
IV. Music schools.
V. Libraries and art museum.
VI. Theatres and concert halls.
VII. Clubs and Young Men's and Women's Christian and Hebrew Associations.
VIII. Armories.
IX. Shelters and other centers for the unemployed.
X. Hospitals and other welfare institutions.
XI. Parks and playgrounds (in warm weather).

Concerts may, of course, take place in connection with other activities or performances such as lectures, forums, church services or socials, plays, and games. It is important to keep in mind the possibility of having good music in suitable places and suitable amount where people are already gathered for such activities as have just been mentioned, as well as the possibility of having concerts to which people must be specially attracted.

When so many people are unemployed, it should be possible to have better musical performances than ever before, especially in amateur groups. For example, the choirs in churches should now be giving unusually great inspiration to congregations and to people who would come to the church or parish house to hear a special concert. As a matter of fact, many churches have had to curtail their musical offerings because of shortage of funds, a deplorable condition when the strengthening power of music in a church is needed more than at any other time. To give money for physical relief of the unemployed is the primary need, but to sing in a well-directed choir is also a way of helping that it is the privilege of all who can do so to use. This plea for enhancement of existing musical activities can be made with respect to community choruses, civic orchestras, band concerts, and every other good sort of musical endeavor. Opportunities to broadcast through local radio stations may not only provide much-needed money for paid performers, but they should be sought for amateur musical groups as an additional incentive for keeping interest and effort on a high level.

Participation in Musical Activities

We are here considering opportunities for people to sing or play for the love of it. All the activities referred to in connection with concerts, except, perhaps, solo recitals, are possible; and in addition there is community singing and the informal singing of smaller groups, and also group instruction in singing ("voice production") and in playing. In the latter may be included class lessons in piano, in any of the orhcestra or band instruments, and in fretted instruments such as the guitar, mandolin, banjo, and ukulele. The better instruments should, of course, receive the greater support. A recent publication has made group instruction in orchestra and band instruments without question an activity suited to the community recreation program. It is the

Courtesy San Francisco Playground Commission

Church and Dykema Modern Orchestra Training Series published by C. C. Birchard and Company, 221 Columbus Avenue, Boston. The manual very clearly describes processes that any intelligent musician who knows at least the elementary steps in learning each instrument can readily carry on. A band training series is now being prepared. These books make it possible for people of any age from 5 to 85 to start learning to play in an orchestra or band by doing so at the first meeting. The social and play attitudes that are looked for in any recreational activity are here in full measure from the very start. They are, and continue to be, the principal conditions or incentives for all the learning that takes place. Given a good leader (there are now many in the public schools of all parts of the country), a good pianist, and the instruments, the development of an orchestra or band is as certain and satisfying a recreational enterprise as can be found. Information as to the purchase of instruments can be secured through the National Recreation Association. Reliable dealers in them will offer special rates and easy payment plans for recreational as for school groups.

Festivals which may, if desired, combine singing, dancing and playing, "are like a breath of spring in the long winter of our depression." A festival may be very simple and yet very effective.

Festivals

Now is the time for festivals! Let the valor and joy that we associate with the American spirit have every possible encouragement. The usual sort of festival given by a chorus, often comprised of a number of smaller choruses or choirs or both, and an orchestra; the festival of dancing as well as singing and playing, such as was common in "the spacious days of Queen Elizabeth"; the international festival which is also made up of dancing as well as singing and playing, and adds to these, through the costumes of different nationalities, a wealth of color and design that are like a breath of spring in the long winter of our depression; and the 7-day festival that a celebration of National Music Week may be—any or every one of these kinds of festivals is worth all the work and enthusiasm and valor that the leaders in it will have to give it in these times. Proceeds from admission charges could be turned over to the unemployment relief fund. It may be a simple affair and yet very effective, for even the singing of a single song may be as festive an expression as can be. Let us have such expressions of an American spirit, generous, free, and beauty-loving, that is not to be cramped or soured by any depression.

This attitude will be especially appropriate this year because of the George Washington Bicentenary. Suggestions for George Washington plays, festivals, and pageants appropriate for clubs, churches, schools, recreation centers, as well as some for the whole community, can be secured without charge from the United States George Washington Bicentennial Commission, Washington, D. C. That Commission has published, among other things, a very interesting booklet on "The Music of George Washington's Time" which includes tunes that can set anyone singing or dancing, no matter how old or blue

he thinks he is. A larger book published by the Commission and entitled "Music from the Days of George Washington" contains additional music. The Commission can also supply without charge the books and vocal music for a George Washington Masque written by Percy MacKaye, which involves an orchestra as well as a chorus, many speaking parts, dancing, and children as well as adults. The National Recreation Association has published a pageant-play "In the Hearts of His Countrymen" by Marion Holbrook, that can be purchased for 25 cents. Some of the music publishers have issued George Washington songs, cantatas and musical plays, the best of which is an operetta in three scenes entitled "Mount Vernon," published by the Oliver Ditson Co., of Boston. The Bicentennial celebrations are appropriate at any time during the entire year. Music Week celebrations might well be devoted largely to associations with the "father of our country," who was himself a lover and patron of music, but any good music that is American in composition or in spirit—any great music, however simple it may be—may be appropriate. This year is also the 100th anniversary of the writing of "America." Now is the time to set out in the music-making that will find its climax in Music Week, May 1st to 7th! Further suggestions for Music Week celebrations can be secured from the National Music Week Committee at 45 West 45th Street, New York, or from Music Service of the National Recreation Association.

Securing Leaders

We will have to find the best leaders available, because the main dependence of any group musical enterprise will be on them, and we should look first among the unemployed. We may find there some good professional musicians capable of the particular kind or kinds of leadership needed. And we may find such capability also among musical amateurs who are out of work. Many an amateur has unsuspected potentiality for leadership which, through a brief course of training and, perhaps, some continued guidance, could be well developed. But before we look for leaders we must find one or more persons—a personnel committee—capable of selecting them.

Obviously, the leader of any group should have attractive social and executive qualities and force which need not here be described, and he should know or learn enough about the technique of conducting to lead the kind of activity for which he is needed. But having these requirements, his most valuable quality will be a real love and understanding of music that has been gained through much experience of the best music, at least the best music for the kind of activity he is to lead. Without this he may succeed in a certain sort of community singing, he may be more successful than one who has this quality in fine measure but is lacking in some other important quality, but his success will certainly be greater if he has it. For music, like religion, is at best a way of life, not merely a profession. It is a *possession*. The chief purpose of conducting is to put each individual in the fullest possession possible of his own capacity to feel and understand the music and to express himself through it, and that is done mainly through example or contagion. If the person who can carry out that purpose is among the unemployed, he should be engaged to do so. Otherwise, let him be sought elsewhere.

In the November and December (1931) issues of the Music Supervisors' Journal, which reaches most of the 17,000 school music teachers of this country, a plea for contributions in leadership by these trained people was given prominent place and should help in making the services of the best of them available for community music. Capable leaders among church organists and choirmasters and other employed musicians should also be available; and again, there are the good musical amateurs to be considered as possible leaders. The personnel committee should be sympathetic and tactful, but its primary duty is to choose the leaders who will be of the most benefit to the people in their charge. No other consideration should be allowed to determine their choice.

There should be offered in the community one or more courses in musical leadership, designed especially for actual and prospective leaders of the various kinds of community musical activities. One such course should be given in the leadership of children's musical activities. In New York City several men and women registered at the Unemployment Relief Agencies have been given employment, with payment from the relief funds, as music specialists on the city playgrounds and at a number of Boys' Clubs, and a special course to prepare or advance them for such work was arranged for them. Information regarding the planning and administration of such courses can be secured from Music Service of the National Recreation Association.

The remuneration of leaders of adult amateur choruses, orchestras, and bands ranges from $5.00 to $55.00 a rehearsal depending on the experience, standing and demand of the leader and the standing and standards of the group. The most common rates are between $10.00 and $25.00. But where unemployment relief funds are used a rehearsal might be regarded as a day's work at $5.00 a day. Leadership of community singing and of children's groups would under the same circumstances have to be put on a scantier financial basis. Music teachers and other employed musicians and amateurs should be willing to give their services without charge. Monetary contributions are not the only kind to be expected and appreciated in the present emergency.

Securing Concert and Festival Performers

A concert committee, the one which we have called the personnel committee, should establish a community concert bureau for the purposes of selecting singers and players for such concerts as have been listed, keeping a record of places and times where and when the concerts may be given, and seeing to it that proper and complete arrangements are made for each concert. The performers will be selected first from among the unemployed, and when the concerts are given without charge in hospitals, settlements, or other welfare institutions, or at centers to which many of the unemployed are attracted, remuneration might well be given from the city's unemployment relief fund. The concert bureau could also arrange for performances by unemployed musicians for which a small admission charge is made, avoiding engagements that might deprive other musicians of work that they would otherwise be asked to do. Among these performances might be concerts for children in the schools, for the people of a neighborhood in a community center, a Y.M.C.A., or a similar center, or at a recess time for the workers in an industrial or commercial establishment. A chorus or symphony orchestra might be formed especially for such concerts.

In a recreation day shelter for the unemployed in Montreal daily concerts are given by individuals and groups of the men themselves, about 30 of them taking part each day. The superintendent of a large shelter of this kind in Philadelphia has arranged not only for musical performances at the shelter by some of the men themselves, but he has also helped them to find remunerative engagements outside.

When churches have had to curtail their choral activities because of lack of funds, it would seem entirely legitimate to use money from the city's relief fund to pay capable persons to sing in church choirs. Futhermore, some or all of the members of a chorus especially formed to take part in a community festival may, if they are among the investigated needy, receive a weekly compensation from the city's relief fund during the period of preparation; their efforts, which would be arduous enough, to be regarded as "made work" that is as important as any other of the non-profit making jobs that have been devised for the unemployed. The festival would involve an orchestra, too, and it could also require the making of costumes (more "made work" that is good to do). The expenses of equipment, special leadership, rental, and all other needs other than wages for the needy participants could probably be provided for through charges for admission to two or more performances of the festival. Many persons not among the needy

Courtesy San Francisco Playground Commission

Children's rhythm bands provide a happy start on the road leading to permanent satisfactions.

should be willing to take full part in the work of the chorus without remuneration, their singing being another contribution to relief of the unemployed. If the festival were to have the civic and national significance of a George Washington celebration it would seem unquestionably to warrant support from the relief fund, but even if it were only the fine communal expression of joy and strength of spirit that any musical festival should be, it would still be a very valuable civic enterprise.

"I believe there should be a more general study of music. It should be regarded less professionally and more educationally. It should be a factor in all general education, just as it was in ancient Greece, where children were obliged to study it as a part of school life. It should be looked on as a factor in the lives of all people, a great developing influence, not as something set apart for the few who are exceptionally endowed." — *Ignace Jan Paderewski.*

The participation of employed amateurs in other concerts could also be regarded as needed contributions by them to the work of relief.

Poster Publicity

Posters describing opportunities, free or at nominal cost, to sing, play, or listen to music should be conspicuously placed in non-commercial unemployment offices, relief registration offices, libraries, settlement houses, community centers, clinics and hospitals. These posters will probably describe recreational opportunities of several other kinds also.

Organization for the Present and Future

In carrying out such suggestions as have been given, the need for knowledge of existing resources and of opportunities for their use, and for arrangements to make the best of the opportunities, calls for collaboration between persons representing the various kinds of agencies, civic, educational, recreational and religious, in whose interests or work music has or may have a place. There might be an independent music committee for the community, or it might be a committee like one in New York City "for the constructive use of enforced leisure" which includes music among its interests and which is itself a sub-committee of the Coordinating Committee for Unemployment Relief.

Whatever form or place it may take, it should be regarded as not only for the present emergency but for continued service throughout the years. It will be building for the future. In all the relief work we are inclined to take a negative attitude, a desire to shield the needy and get out of the present trouble ourselves. Into what we shall go is a question that is by most of us scarcely considered except as a kind of dream of a return to where we were before the trouble struck us. It would be very stimulating if we could see and take hold of opportunities not only to share in the relief of the distressed but also to contribute to some enduring endeavors for making the conditions of life better than they have ever been. It was largely the purpose of gaining some permanent good, of helping to make a better world, that aroused and sustained our strongly positive attitude during the World War, and opened our purses.

The future of music is not one of the major concerns of our civilization, but even a music committee could give an impressive example of a forward-looking and upbuilding attitude in its work. Wherever music is taught in the public schools there should be adequate and attractive opportunity for continued experience in all forms of musical activity from the kindergarten through adult life. In addition to good church choirs, other choruses, glee clubs, instrumental groups, informal singing, every community of about 10,000 or more people should possess a good civic chorus, a symphony orchestra, and good outdoor band concerts in the warm weather, and regard these as it regards possession of a public library, a beautiful park, or a stately public building—as tokens of the spirit and dignity of the people. And all this musical endeavor, especially the work of the schools, should find its happiest results in an increasing amount of good singing and playing in homes. A committee that undertakes to aid in starting and maintaining such projects is engaged not only for a short period; it has before it the work of years.

"Communities throughout the country have many splendid, established facilities for helping old and young toward an understanding and love for music and the arts. During this difficult period they should be careful to maintain such services.

"In times of stress such as the present, all people need the inspiration of learning something new, of hearing good music, of expressing their ideals in some tangible form. . . . . They can momentarily escape from what seem to be difficult problems in the joy of creative work."

—Leopold Stokowski.

A Municipal Hiking Club Goes to the Country

A hiking club in a southern city makes a surprising discovery.

By DOROTHEA NELSON
Superintendent of Recreation, Louisville, Kentucky

WE hikers of Louisville are gathered together primarily to walk into the country and enjoy this delightful form of recreation, but we have unconsciously turned out to be a missionary force welcomed by the rural groups and countryside as harbingers of happy social hours.

When we organized the Louisville Municipal Hiking Club it proved difficult to find small towns in the surrounding district of Louisville which would serve as objectives for our hikes of five or six miles, so we hit upon the idea of securing a list of the county schools and parent-teacher associations and among them finding our hosts. The plan consisted of writing some of these people a month before the hike was to be held and asking them if they would furnish supper for the hikers at 50 cents apiece. The responses were slow at first as these officials knew little of our group, the number to expect and the certainty of our coming. At the present time, however, our plan of ending our hikes at country school houses and churches has been so successful that we receive more invitations than we can accept, and our hosts have had such good times that they are among our best publicity agents.

Much interest is added to hikes by the introduction of nature activities or by stopping occasionally to build a fire.

The hiking group, which sallies forth every week, has grown from about 30 to an average of 50, making it worth while for the Ladies' Aid of a country church or the parent-teacher association of a rural school to invite us, as they can make $15 or $20 for their organization. We have found, however, that the chief attraction is not the money earned but the social atmosphere which the hikers create by giving a good time to the local groups who assemble on Saturday night.

The Procedure

In carrying out our program, we write to a school and ask if we may come on specific Saturdays during the month. When we have received our response, we list the school as our destination and route our hike accordingly. We use busses which meet at a central place each Saturday at 2:30, ride a distance into the country in the bus and then walk five or six miles while the bus goes on to our destination. We have supper and then we hold an hour of social games in which we gradually induce the local people to enter. The country surrounding Louisville is very rural with a number of schools around which the community logically gathers for special occasions. We frequently stay until 10 or 11 o'clock at night telling stories and playing games. Very often the people in these small communities join us when they know we are going to some nearby school and travel a number of miles to go from one schoolhouse to the other.

For the hikers from the city, this is a refreshing and delightful form of social interchange. It stimulates them and is conducive to greater participation in a more simple and happy form of recreation than the stereotyped social dancing. They return in a much happier frame of mind, too, because they have helped give other people

a good time and it is surprising what a congenial, intimate feeling pervades the group because it is giving service.

It is not customary for large groups to go back into the brambles and thick hills which surround Salt River and the Ohio River country, but when we venture there even the moonshiners do not withdraw into their cabins for they have learned to recognize us. It is interesting to see the "stand-offish" attitudes fade after an hour of playing games. A number of the bystanders contribute their own interpretation of the games and show us old variations which we have not known. Especially is this true of square dancing and circle games. Some of the natives do not "hold" for social dancing and so our ingenuity is often taxed. They are anxious to "carry" us to their part of the country and show us what a good time we can have with them, so we are never lacking for a place to end our hikes. In the more or less conventional social life of the city these jaunts into the country are exceedingly refreshing.

Rules for a Successful Hike

There are a few rules of conduct we have found essential if we are to continue to receive invitations to the country and to have a successful club. These follow briefly:

(1) Respect property and customs and give no offense to the religious and social traditions.

(2) Always go regardless of weather and give your guarantee of at least 25 people. If you fail to appear, it is difficult to secure another invitation.

(3) Allow only adults to come as distances and social arrangements are hard to adjust for children.

(4) Print your schedule far enough in advance and have a large mailing list, but do not have a compulsory membership.

(5) Make the club self-supporting by having each individual pay his share of the expenses for transportation and supper.

(6) Have a different leader each week representing some particular business or profession as this encourages a variety of people to come and makes possible a more personal invitation to a separate group each week.

(7) Hike partly in the open and partly cross-country, and have a leader go with you to scout hike.

Photograph by Davis Day

. . . off to a Carefree Day

Organizing a Bowling Program

By JOHN FOX
Superintendent of Recreation
Millburn, N. J.

THE Township of Millburn, New Jersey, has a population of 8,500 people. After fourteen months of a bowling program inaugurated by the Department of Public Recreation, 240 individuals have become enthusiastic bowlers in four adult bowling leagues composed of thirty teams.

In March, 1930, the newly organized recreation department started its program. No previous work had been done in the organization of adults in any kind of league competition. In the fall with the problem of organizing winter recreation for the first year, the Recreation Department considered bowling among other projects. There were no bowling alleys in town, the nearest ones being two miles away in Springfield. There was, however, a Millburn 5-man team which bowled in an inter-city league and which used the Springfield alleys.

This team formed the nucleus of the program. The captain of the team, approached during the summer on the subject of helping to organize a league in the fall, said he didn't believe it could be done; first, because there were no alleys, and second, because nothing like it had ever been attempted before in Millburn and he was afraid people would not go out of town to bowl in a league. He did, however, promise he would help in an attempt to organize, and at the final meeting of the men's playground ball league for men over twenty-five years of age he suggested that each of the eight basketball teams enter a team in the recreation bowling league. The managers readily assented to this, and the program was under way.

Before play was begun an equalization meeting was held when the relative bowling strength was proportioned as much as possible. Each of the teams was allowed to assign one player from the already existing bowling team which bowled in the inter-city league. Four bowling alleys were engaged in Springfield for one evening a week from 7:00 to 12:00 P. M. One shift of fourteen teams bowled two matches from 7:00 to 9:30 o'clock, when the other four teams took the alleys for their matches which lasted until midnight. With the township Mayor throwing the first ball, the league was under way, and four complete round robins were bowled, the league beginning October 5th and lasting until April 10th.

The rules and methods adopted for the organization may have had something to do with the league's success. The outstanding feature was the fact that the money prizes which prevail in most bowling leagues were voted down and bowling was engaged in for the fun and entertainment it provides. The alley owner charged the league $20. for the alleys and each man was assessed 75 cents per evening for a three game match. In this way a sizable treasury of approximately $250 was created which was sufficient for a splendid banquet at the close of the season. Each bowler was given a free ticket to the banquet

provided he had bowled in three-fourths of the games. The gold, silver and bronze medal awards given cost the league approximately $50. Then came the thought there must be other people in Millburn who would like to bowl though they perhaps were not expert enough for the existing men's leagues. Accordingly, Men's B League was organized to which the players literally flocked. Eighteen teams were selected and play began.

It was found, however, that there were still more who wanted to bowl so a Men's C League was formed to take care of them. Because of the fact that adequate alleys were not available this league was limited to sixteen teams.

In 1930 the Recreation Department attempted to form a women's league but was not successful because there were very few women who knew how to bowl. Accordingly a class was started at which instruction was given. Four women enrolled at the opening session but the class gradually increased in number until twenty were bowling regularly when the class closed the following spring. This fall, with the women in the previous year's class serving as a nucleus, a league has been organized composed of eight women's teams. Bowling instructors were present for the first few weeks to teach the women beginning the rudiments of the game. At the present time the interest and enthusiasm of the women for bowling is very high, and so popular has the game become that two bowling establishments have been opened in Millburn.

The Rules

Practically the same rules apply to all the leagues. They are as follows:

1. The first ball counts. There shall be no practice balls.

2. All players to be eligible for any award and to have expenses paid for banquet must bowl at least three quarters of all games, including the last three. Any player who does not bowl the required amount may attend banquet but must pay own way. Each team may send five bowlers to the banquet.

3. Gold medals will be awarded to championship team and to team rolling highest single score of season; silver medals to second-place team in league standing; bronze medals to third. Gold medals will be awarded to the highest individual averages in five different flights. Gold medals for highest individual score on alleys 1 and 2 and alleys 3 and 4, and one for a hidden prize.

4. Each team shall submit to the Recreation Department their members who are qualified to roll, and no person not listed will be allowed to compete. Players may be substituted on all teams until January 1, 1932, when the final list must be in.

5. Foul Line rule must be observed. The league treasurer will appoint a judge to call fouls. The judge will be paid 25 cents for a match of three games on all four alleys.

6. Games will start promptly at 7 P. M. and 9:30 P. M. Bowlers delayed later than starting time will be credited with ten (10) pins for each frame, 100 pins being allowed for an absent member. In the women's league, the number of pins allowed for an absent member shall be the same as that scored by the lowest player on the opposing team.

7. League entry fees will be returned at close of season providing team satisfactorily completes schedule.

8. Each captain shall be responsible for collecting 65 cents from each of his competing players and must turn it over to the Treasurer at the start of the match.

9. If a player wishes to switch from one team to another, he must secure a written release from his manager and then be registered by the manager of the team of his choice with the Recreation Department.

10. One week after completing the schedule a

A postal card which contains the blank forms necessary to report team scores is given to the competing teams by the Secretary at the time of the match. This report is then mailed to the Secretary.

DATE_____

TEAM_____				TEAM_____			
TOTALS				TOTALS			

_____ CAPTAIN _____ CAPTAIN

Continued on page 691

World at Play

Parks such as Winona County's are invaluable contributions to our rural life.

A Gift To Winona County

In 1925 the Board of County Commissioners of Winona County, Minnesota, accepted a gift from Herbert C. Garvin of twenty-seven acres in Warren Township. The property, to be known as the Farmers Community Park, was, it was designated, to be used for the benefit of the Winona County Farm Bureau Association and residents of Winona County as a county park and recreation grounds. The County Farm Bureau was to serve as custodian of the property. The park is well equipped for recreation containing as it does an athletic field, baseball diamonds, wading pool, two children's playgrounds, horseshoe pitching courts and similar facilities. It serves a large number of people through its picnic facilities consisting of eight picnic places, two large brick ovens and six concrete and steel ovens. Thousands of people each year attend the picnics held under the auspices of the Winona County Farm Bureau.

A Home Talent Exhibit

Proof that the Westchester County Recreation Commission has placed fine arts in the front rank with other recreational interests was found in the first annual exhibit of the Westchester County Arts and Crafts Guild held November 23rd to December 6th. The exhibit included nearly 700 works of art, the result of the work of residents of the county. There were oil paintings, water colors, drawings, prints, sculpture, pastels, miniatures, ceramics, fabrics and designs, jewelry, hook rugs, bowls and vases, and many other articles.

New Activities In Pontiac

In spite of a decrease in staff personnel of one-third, and in funds available of more than $3000, more than ten new activities were added to the program maintained last year by the Division of Recreation in Pontiac, Michigan. The entire program was conducted at a cost to the tax payer of less than 10 cents per thousand of assessed valuation.

Portland's Recreation Program Grows

In 1923 Portland, Oregon, had nineteen public playgrounds with an attendance for the season of 348,321. The city now has twenty-four recreation centers with an attendance for the past summer of well over 1,000,000. In 1923 there were fifteen public tennis courts; there are now fifty-nine, the majority of which are standard hard-surfaced courts and many of them are lighted for night play. In 1923 two swimming pools were in existence with an attendance of 62,088. At the present time there are seven plunges with an attendance for the past summer of more than 750,000, and plans are being made for additional plunges

and also for aquatic service on the Willamette River. Recent new facilities include two well located district playing fields, an adult center and a new combination bath house and community center. Through an arrangement with the public schools the Park Department in charge of the work is promoting an increased program of recreational services for adults at school centers.

An Interesting Type of Wading Pool—Elizabeth Park, maintained by the Wayne County, Michigan, Park Commission, has a new wading pool with unique features. It is of irregular shape, winding among the trees surrounding it and in the center is an island. The pool is 117 feet across and has a minimum depth of 18 inches. Although the water in the pool is already chlorinated, it is further disinfected to guard against infection and is changed daily. For picnics in the park there are 62 field stoves and hundreds of tables and benches. There is also a community house and nursery where children may be left in charge of the matron.

Fun Night at the County Center—A huge play night in Westchester County's center—the first of a series of weekly fun nights— was staged on January 25th when young and old, men and women, were invited to take part in an informal program of sports, games and dances. The entire building was given over to various play activities, no fees being charged for the use of facilities. The main floor of the center, the arena which has seen championship tennis matches, grand opera performances by the Metropolitan Opera Company, basketball tournaments and home shows, became the scene of ping pong competitions, volley ball, deck shuffle board, ring toss, Badminton, and other games. The great downstairs auditorium, recently the setting for Westchester's first arts and crafts exhibition attracting over six hundred exhibits, provided the setting for archery practice. Upstairs in the little theater those wishing to dance had an opportunity to take part in early American dances. For the more sober-minded games of checkers and chess were offered in miscellaneous rooms at the center.

The center has housed all the higher forms of recreation—music, opera, art and dancing—but the play night is the first time it has been used exclusively for a fun program.

The Child and Play

By JAMES EDWARD ROGERS

● Throughout the discussions of the many committees reporting at the White House Conference on Child Health and Protection was the theme of the child's play life and the importance of play.

This theme as it was expressed again and again, has been woven into a book, "THE CHILD AND PLAY," which will be off the press about April 5th.

● The chapters cover important phases in the field of child life: Play in the Home; Play Outside the Home; Play in the Neighborhood and Community; the School and Play; Municipal Recreation, and Recreation Leadership. The book also presents findings under such titles as: Why Children Play; the Challenge of a New Age, and Children's Play, Today and Tomorrow.

NATIONAL RECREATION ASSOCIATION

315 Fourth Avenue, New York City

Baseball in Milwaukee — The Milwaukee, Wisconsin, Municipal Amateur Athletic Association, conducted by the Extension Department of the Milwaukee Public Schools, in making its annual report for 1931, states that during this year baseball had the biggest year of its history. Records were broken in attendance and in the number of players registered, and in the number of teams entered. The games were watched by 1,274,000 spectators, an increase of 323,000 over last year, and 7,624 players were enrolled with 454 teams. Other sports in the program of the association were basketball, lawn bowling, cross country running, canoeing, curling, cycling, football, hiking, horseshoe pitching, indoor baseball, ice hockey, ice skating, skiing, soccer, roller skating, swimming, indoor and out-of-doors, tennis, track and field, and volley ball.

Baseball Leagues in Boston—The success of the city-wide baseball leagues fostered by the Boston Park Department is evidenced by the increase of registered teams from 290 in 1930 to 537 in 1931. Three years ago an extensive canvass of athletic clubs in each neighborhood hangout, club rooms, street corners and social organizations was necessary b e f o r e teams could be persuaded to give up their system of independent game planning. That in 1931 practically every team using municipal diamonds was not only satisfied to play under the Park Department supervision but made application voluntarily for a place in the park league, indicates the confidence of the players in the new system of city-wide municipal sport organization. "Nearly two hundred of the teams were independent street corner groups to whom a program of this kind has been a lifesaver in the restless, unnatural and unsatisfactory conditions into which the present unemployment crisis has forced them."

Industrial Athletics in Oakland.—The Industrial Athletic Asssociation of Greater Oakland, sponsored by the Oakland, California Recreation Department, reports that membership and activities have been greatly increased. Membership now includes representatives from 60 firms and industrial plants. Among the activities are basket ball, volley ball, baseball, tennis, crew practice, ice skating, swimming and gymnasium classes for both men and women. For men, the program includes a golf tournament, a track meet, horseshoe tournament, ice hockey, and a bowling tournament. An outstanding event of the season was the Eleventh Annual Sports Carnival held in the municipal auditorium with brilliantly decorated floats, and championship teams followed by a series of nine sport events delighted 10,000 spectators in the arena.

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Mid-West Physical Education Convention. —The annual convention of the Mid-West Physical Education Association will be held in Columbus, Ohio, March 30th to April 2nd. Demonstrations of class work will be a feature. There will also be a Mary Wigman dance recital and reception on Thursday night. Further information may be secured from Mr. H. S. Wood, Ohio State University, Columbus.

The Child and Nature Interests.—The October issue of *Progressive Education,* devoted to the child and science, is one which will be of interest to recreation workers. It shows through a number of articles the importance of utilizing the child's interest in his environment to give him information on nature activities and elementary science. Some of the articles are: "Exploring Our Environment"; "G a t e w a y s to Science"; "Adventures in Beauty"; "Earth Lore and the Child"; "The Humanism of Science"; "A Unified Science Program," and "Preparing the Child for Science." Copies of the magazine may be secured from Progressive E d u c a t i o n Association, Washington, D. C.

Good Times for Mother's Day

HERE is an opportunity for daughters to entertain their mothers in a number of ways. If a banquet is desired, here are new ideas for conducting it cleverly. If it is to be a party, there are suggestions which will help make the occasion a gay affair. There is also an amusing and entertaining play.

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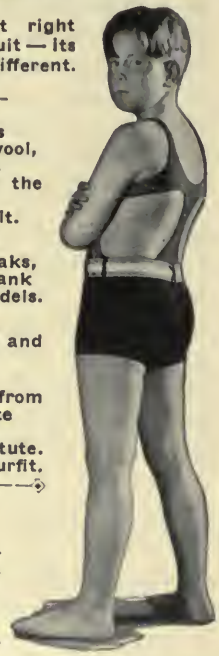

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Our National Forests.—The report of the Forest Service of the United States Department of Agriculture for the year ending June 30, 1931, shows a tremendous growth in the use of national forests. Since 1916 the number of visitors has increased more than tenfold. For the calendar year ending 1930 the estimated number of visitors was 31,904,452; a slight increase from the preceding year, It included 326,826 special use permittees and guests, 1,330,610 hotel and resort guests, 1,980,736 campers, 3,272,680 picknickers, and 24,993,600 transient motorists.

The provision of 156 additional improved camp grounds during the year has increased the total to 1,731. The total cost of this system of national forest public camp grounds to December 31, 1930, was $383,740, of which $52,601 was contributed by public and private cooperators in cash, material, and labor.

Niels Bukh Demonstration.—On November 24th Niels Bukh, President of the Ollerup People's College of Denmark, presented a group of his students in a demonstration at the College of the City of New York. The program consisted of a demonstration of women's and of men's fundamental gymnastics, "position gymnastics," singing games for girls, advanced gymnastics, apparatus activities and tumbling, Danish folk dances in old national costumes, Danish part songs and a fundamental consisting of a march, salute and song. The joy with which the students entered into the folk dances was particularly inspiring. Mr. Bukh's demonstrations are always of great interest and create much enthusiasm.

A Weight and Height Chart.—The Office of Education of the United States Department of the Interior, Washington, D. C., has issued a blank by means of which the record of a child's growth in height and weight may be kept through his school years. Full directions are given on the chart for recording the information. Dr. J. F. Rogers, who prepared the chart, points out that those who are looking for a "scientific" (in the sense of exact) means of determining whether a child is of the "right" height or weight for his age, will be disappointed. It is possible, however, that with carefully kept charts extending over the school period we may learn much regarding what is to be expected along these lines. The record forms may be secured for one and one-half cents each, whether in small or large lots.

Increasing Physical Fitness. — Recent tests at Barnard College, New York, reveal that the girl who will graduate in 1935 is more than one-half inch taller than the graduate of 1925; that she not only weighs a little more and has a stronger grip but also has a larger lung capacity and a greater chest expansion than her fellow student of a decade ago.

American Physical Education Association to Hold Conventions.—The thirty-seventh annual convention of the American Physical Education Association will be held in Philadelphia, April 19-23. On the 19th and 20th there will be visits to schools and other places of interest in and around Philadelphia. The convention will be officially opened at Wednesday noon and will end Friday night. Additional information can be secured from Mr. Alvin L. King, Grant Building, 17th and Pine Streets, Philadelphia.

Training in Journalism.—The Bergen Street Playground of Newark, New Jersey, publishes a paper known as "The Sprinkler" which the playground boys and girls themselves issue each month. An interesting note in the June number tells of the purchase by the playground of a set of Collier's Encyclopedia and a Popular Science Library of ten volumes. "These are at the disposal of anyone in the playground who may be interested in using them. We hope you will all take advantage of this splendid chance offered you right here on your playground and be proud to keep these books in excellent condition. If at any time you would like to read, go into the recreation room and read where it is quiet and cool."

A City Plans Ahead.—Irvington, New Jersey, ranks high among the cities developing a recreation program under a definite plan. The city has sold the frontage of one of its playgrounds located on the main business street, receiving enough money to purchase an interblock tract contiguous to the high school athletic field. The tract sold measured 200 by 120 feet. The new playground is 300 by 500 feet.

Saving the City's Money.—Like members of a large family pitching in to get the chores done, residents of Leominster, Massachusetts, this Fall donned old clothes, rolled up their sleeves, and in four hours completed about $2,000 worth of work at the Leominster Center playground. As "white collar" workers and laborers vied with each other in planting

Last Call on Tickets for the Olympic Games

- **Delegates desiring to have seats for the opening ceremony of the Olympic Games, Saturday, July 30, should send their orders immediately to Raymond Hoyt, Superintendent of Recreation, City Hall, Los Angeles, California.**

These reserved seats will not be held after March 15.

The cost of the tickets is $3. each. Money should be sent with the application.

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trees, grading a baseball field and trimming shrubbery, women of the town assisted by furnishing refreshments to the men who were donating their Saturday afternoon for the project. Besides grading the baseball field, the public-spirited citizens built a wall on the edge of a swampy part of the playground which will eventually be made into a skating rink. One of the last tasks performed by the volunteer laborers was the erection of playground apparatus. Free bus transportation was provided the workers from the center of the town, and the work was done under the auspices of the Community Recreation Association. One of the tasks, that of cutting down the trees on part of the playground, proved a boon to the unemployed as all the wood cut was sawed into stove lengths by a sawing machine for the use of the unemployed. A local contractor donated the use of a steam shovel and its operator. Town trucks with regular drivers were used in hauling loam from the new tennis courts to various parts of the field.

A Preschool Class.—One of the new features of the program of the Miami Beach, Florida, Recreation Department is a class for preschool children which will be in charge of an experienced teacher who will give instruction in sand and clay modeling and other handcraft work. There will also be a program of storytelling and games for small children. No charge will be made for this class.

Recreation and Sex Education.—At a recent meeting of the executives of the national boys' work agencies in New York City, Dr. Benjamin C. Gruenberg urged the importance of bringing boys and girls together in recreational activities. This he held to be the most important type of sex education. Early in life, he said, boys and girls should engage in activities in which they have a common interest. At times they naturally want to do things separately and sufficient f r e e d o m for this should be allowed. Dr. Gruenberg has far more faith in the understanding of the opposite sex that comes naturally in play activities at the playgrounds, camps and in like situations than he has in any formal sex education.

To Protect Children.—The New Jersey Congress of Parents and Teachers by resolution has opposed the exploitation of children for "show-off" purposes and has taken a stand as disapproving of small children taking part in evening performances, amateur nights, baby parades, and general advertising schemes.

Pocono Study Tours for 1932—Hiking, bicycling, and mountain climbing in the lovliest parts of Denmark, Finland, Germany and Austria — these are a few of the attractions offered by the Pocono Study Tours in planning a three months' trip abroad in the spring and early summer. The plan offers young people of moderate means and cultural interests an opportunity to visit Europe under competent leadership and to gain first-hand information about recreation in a number of

European countries. The trip has been planned especially for young men and women between the ages of eighteen and thirty and the cost will be $390. The party will sail from New York on April 8th under the leadership of Dr. Jay B. Nash. Further information may be secured from Dr. Nash at New York University or from Mr. S. A. Mathiasen, Pocono Study Tours, 55 West 42nd Street, New York City.

Community Music Developments. — Baltimore has a newly organized Negro chorus of 250 mixed voices, which during the latter part of February will appear in a joint concert with the Negro symphony orchestra organized two years ago under the sponsorship of Frederick R. Huber, Municipal Director of Music, who is also sponsoring the chorus. The orchestra has a membership of 85 men. Last year a municipal appropriation of $1,500 was made for the orchestra. An audience of 3,500 people heard the first concert given on December 14th by the Saginaw, Michigan, Oratorio Society sponsored by the Department of Recreation. The soloists and the leader gave their services and there was no admission charge. The concert has done much to bring the work of the Department of Recreation very favorably before the public. In Cincinnati, Ohio, two orchestras have been combined into one civic symphonic orchestra of ninety pieces, and there are four new community orchestras.

The Department of Public Recreation of Millburn, New Jersey, has organized violin classes limited to five pupils each who pay 50 cents for three-quarters of an hour instruction. This money is paid directly to the instructor. Dancing classes have been organized on the same basis.

Cooperation Between City Departments.— The Board of Education and the Department of Municipal Recreation of the Board of Park Commissioners, Evansville, Indiana, are conducting school centers under a splendid plan of cooperation. The Board of Education is supplying fifteen school gymnasiums and all supplies such as balls, nets, and mats free of charge to the Recreation Department. The school custodians are donating their services. The only cost to the Recreation Department is the salary of the directors.

Southern Physical Education Association to Meet.—The meeting of the Southern Physical Education Association will be held in Jacksonville, Florida, March 30—April 1, 1932. The opening meeting on the evening of March 30th will be preceded by an informal reception with grand march and dancing. In addition to the addresses and round table discussions, there will be a number of demonstrations of games and rhythmic activities.

Children's Books.—Speaking at the annual exhibition of children's books conducted by the Child Study Association of America, Mrs. Anne T. Eaton, book reviewer and storyteller, said that since there is so little magic in the world a welcome should be given stories which make magic. All forms of imaginative literature stretch the mind and are therefore valuable. Good literature, it was suggested, should be put where it will be "stumbled upon" by the child.

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Roller Skating Contests

(Continued from page 661)

(8) *Long Distance Race.* Skate from one point to another one a long distance away.

Boys under 12 years and not over 63"
2-skate race, 75 yards.
3-legged race, 50 yards.
1-skate race, 50 yards.
Home-made scooter race, 50 yards.

Jr. Boys under 15 years and not over 66"
2-skate race, 220 yards.
Sculling backwards race, 50 yards.
2-skate coasting, 50 ft. run.
50 yard push, boys without skates.
Pushing boys on skates.

Girls under 12 years
2-skate race, 50 yards.
1-skate race, 50 yards.

Junior Girls under 15 years
2-skate race, 100 yards.
1-skate race, 50 yards.
2-skate coasting, 50 ft. run.
Sculling backwards race, 50 yards.

Girls over 15 years of age
2-skate race, 100 yards.
1-skate race, 75 yards.
2-skate coasting, 50 ft. run.
Sculling backwards race, 75 yards.

On Boston's Park Playgrounds

The events used on the playgrounds of the Boston Park Department are as follows: For "C" class (boys 15 years of age and under), 100 yard dash; 100 yard single skate race; coasting for distance, and backward sculling 100 yards. Events in the "D" class (boys 12 and 13 years of age) are 75 yard dash; 75 yard single skate race; coasting for distance, and backward sculling 75 yards.

Those winning first, second and third places in each event on every playground are eligible for district meets. Winners of first, second and third places in district meets may compete in the finals.

The rules governing the events of the meets are the same as for track meets in so far as starting and keeping to the lanes are concerned.

In coasting for distance—two skates—a 50 foot run is permitted in which to gain momentum. On crossing the starting line the feet must be together, both of them on the ground. No motion of arms, legs or body is permitted. The contestant must attempt to go in a straight line.

In a one skate race, the skate may be worn on either foot. It must be on line at starting. Mo-

tion is applied by pushing with the free foot. No running is permitted and the skate foot must be kept on the ground as much as possible.

Skates with rubber, wooden or composition wheels are not permitted. Only standard steel wheels with or without roller bearings are allowed.

Contestants may enter and compete in only two events and in only one age division.

In Jacksonville, Florida

In the 1932 roller skating carnival conducted by the Department of Recreation, classifications were made on the basis of height, as follows:

A Meet in West Chicago's Parks

Events for Boys under 57"
50-yard dash.
Single Skate Race.
Tandem Doubles.

Events for Boys 57" to 61"
75-yard dash.
Single Skate Race.
Cross Handed Doubles.

Events for Boy over 61"
100-yard dash.
Single Skate Race.
Sculling Doubles.

Events for Girls over 59"
75-yard dash.
Single Skate Race.
Sculling Doubles.

Events for Girls under 59"
50-yard dash.
Single Skate Race.
Cross Handed Doubles

A Benefit Circus

(Continued from page 671)

Hobby Horse—Engineering Department
Fishing Act—Engineering Department
Silent Cheer Leader—Engineering Department
Sidewalk Bike—Engineering Department
Large Bike—Engineering Department
Trained Wolf—Norwood Playground
Mexican Hairless Dog—Interstate Advertising Company

All acts must be seated in steel bleachers while awaiting call. As the act preceding your own goes on, report to the Master of Ceremonies at the middle arch of the steel stands. There must not be any loss of time between acts. Walk around, not across the field, when going to the circus ring, platform or boxing ring.

Organizing A Bowling Program

(Continued from page 682)

dinner is to be given to the members of the Recreation Bowling League.

11. Each Captain shall be responsible for delivering his team's scores to the Secretary or mailing them to him the evening of the match.

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Paddle Tennis is played exactly the same as tennis, with special wooden racquets and a special sponge ball, on a court just half as wide and half as long as a tennis court. This gives it five distinct advantages:

1. Paddle Tennis permits more children to play at the same time than any other game—four can play on a space only 19 x 39 feet.

2. It has all the sport of tennis—adults enjoy it as much as children.

3. It enables children to learn to play tennis before they have access to tennis courts.

4. It is an ideal game for tournaments.

5. The equipment is surprisingly inexpensive—a complete set for four players costs about as much as one good tennis racquet.

If you have not yet introduced Paddle Tennis, by all means try it out this season and just see how the children take to it. If you are already using it, consider for additional equipment the new type "Tennette" racquets available for the first time this year.

Send for descriptive circulars,
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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Journal of Educational Sociology, January 1932
- A Study of the Out-of-School Activities of High School Girls, by Ada E. Orr and Francis J. Brown

Parks and Recreation, January 1932
- Borego Palm Canyon Region Desert Park Site, by Tam Deering
- How Houston Uses Unemployed on Park Work
- Beach and Water Frontage Development, by W. S. Rawlings
- Working for Winter Sports, by V. K. Brown
- New Swimming Pool for Nashville
- Ohio Legislature Creates New State Park Board, by W. A. Stinchcomb

Child Welfare, February 1932
- Amusing the Sick Child, by Miriam E. Mason

The Journal of Health and Physical Education, January 1932
- Basketball Skill Games, Compiled by Ralph J. Schnitman
- Projects of Our Girls' Athletic Association, by Marie Snavely
- Recreation for the Business Man

The Journal of Health and Physical Education, February 1932
- The National Recreation Association, by Weaver Pangburn
- The Clogging Minstrels, by Gladys Beck Johnson

The Journal of Physical Education, February 1932
- Play Days, by John K. Arnot
- Social Recreation for Men
- Recreational Leadership by Reginald T. Rose

The American City, February 1932
- Ridley Park, La Grange, Ga.—An Unemployment Relief Project, by E. S. Draper
- How City Planning and Civic Spirit Have Kept Springfield at Work, by Joseph Talmage Woodruff
- Elkhart, Ind.—Gift Restores Lost Park Site to City and Makes Work

PAMPHLETS

Fifth Annual Report—Playground and Recreation Department, Tacoma, Washington.

Annual Report of the Department of Public Playgrounds and Recreation, Reading, Pennsylvania 1931.

Rules, Regulations and Instructions for Playleaders and Assistants, Cincinnati, Ohio 1931.

Report of the Board of Recreation of Paterson for 1931.

Motion Picture Review of the General Federation of Women's Clubs.

Report of the City Recreation Commission of Elmira, 1931.

Fourth Annual Report—Bureau of Parks, Allegheny County, Pennsylvania

Annual Report of Waco Recreation Department, 1930-1931

Sixth Annual Report—Department of Recreation, Board of Education, Hamtramck, Michigan, 1930-31

Annual Report of the Department of Recreation, Lima, Ohio, 1931

New Books on Recreation

Official Miniature Aircraft Instruction Manual

By John C. Henderson and Louis A Orsatti. Los Angeles Playground and Recreation Department. $.50.

THIS manual has been prepared for the Los Angeles Times Playground Aircraft League and is designed primarily for the use of the boy or girl who is a beginner in the fascinating science of building and flying model airplanes. Chapter I consists of an elementary illustrated discussion of flight principles divided into five short lessons with review questions. Chapter II acquaints the reader with the tools and materials used in building models. In Chapter III directions are given for making five gliders, while the succeeding chapters contain instructions for making three rubber-powered models which are typical of types used throughout the United States. Practically every model described has drawings and photographs as well as descriptions.

If ordered in quantities of twelve or more, the manual may be secured at $.35 each.

Courtesy Cedar Rapids Recreation Department

Choral Songs for Male Voices

Oxford University Press. (The American musical agency for the Oxford University Press is Carl Fischer, Inc., Cooper Square, New York City.) $.50.

HERE is another of those rare collections of songs that can be sung and thoroughly enjoyed by any man, no matter how elementary his skill and taste, or how advanced. From the first note to the last there is nothing but real, live music, fine in feeling and excellently arranged. In addition to Annie Laurie, Old Folks at Home, and Swing Low, Sweet Chariot, there are fourteen other songs of equally universal appeal, among them being two sea chanties, two great hymns, and several of the best English, Scottish and Irish folk songs. The collection is another token of the Welsh love of singing first-rate music, for it was specially compiled by the best living Welsh musician, Sir Walford Davies, for the Welsh National Council of Music that is associated with the University of Wales.

It is said to be "specially for use in the Mining Areas and for general use elsewhere." Let any glee club or male quartet, young or old, elementary or advanced, sing these songs as they should be sung, and you can be sure that they will continue to sing them and other good songs for a long time to come.

Official Handbook - 1931-32

Athletic Activities for Women and Girls. Spalding's Athletic Library. No. 115R. $.25.

IT IS now possible to secure the latest edition of the handbook of athletic activities for women and girls prepared by the Women's Athletic Editorial Committee of the A. P. E. A. A very practical guide for recreation workers, physical educators and all interested in physical activities for girls. The book contains official rules for track and field events, volley ball rules, and directions for twenty athletic games which are most "playable." These games have been included because they are of proved popularity and of easy organization, are in themselves satisfying, and are usable in elementary and high schools in learning skills and the general principles of some of the more intricate team games. They include activities which are adapted to those not fitted for or interested in vigorous team games and promote a knowledge of games of an individual type which may be enjoyed as recreation in after school years.

The Regional Plan of New York and its Environs

Regional Plan of New York and Its Environs, 130 East 22nd Street, New York. Set of two volumes. $25.00

THE plan for the New York region upon which ten years of effort and more than $1,000,000 have been expended, is now completed. It looks forward to the year 1965 and a population of 20,000,000. The plan is presented in two comprehensive volumes. The first is the "ground plan" containing suggestions of the staff of the Regional

RECREATIONAL LITERATURE

(Please mention Recreation when writing companies)

100 There has been a steady gain in the number of cities which have adopted the Murdock Outdoor Drinking Fountain, and the grand total of municipalities using this fountain now stands at 750. Some communities have as many as 250 Murdock Fountains placed advantageously in parks, playgrounds, school yards and other public property. The Murdock Manufacturing Company is now entering its seventy-ninth business year, having started manufacturing the Murdock Anti-Freeze Hydrant, whose mechanical and anti-freeze features continue to be accepted as standard after these many years. Complete information, description and prices for these Anti-Freeze Hydrants can be found in the folder "Save Water" which the Murdock Manufacturing and Supply Company, 426-30 Plum Street, Cincinnati, Ohio, will be glad to send to you for the asking.

102 The RUBICO Red Top Dressing, which is a combination of Jersey red clays, marl, shale **103** and feld-spar that is burned in a kiln, then reground and shipped in 100 lb. bags ready for spreading, is described in a leaflet which can be secured from the RUBICO Construction Company, Westfield, N. J. A leaflet giving the proportion of mixtures and directions for spreading the RUBICO Red Top Dressing, can also be secured from this same company.

107 The Service Department of POPULAR HOMECRAFT has compiled a bulletin for the special information of those interested in leathercraft. This bulletin contains the names of firms from whom leather, lacing, and leathercraft tools and supplies may be obtained, as well as a considerable number of projects and design sheets, with the price and source; it also contains a list of books on leathercraft.. To secure this list send a self-addressed stamped envelope to POPULAR HOMECRAFT, 737 N. Michigan Ave., Chicago, Ill.

108 The National Recreation Association calls attention to a number of its publications of interest to recreation workers in connection with the spring and early summer program. Among these are suggestions for simple plays and pageants and the celebration of special days—"Suggestions for a St. Patrick's Day Program" ($.25); "Good Times for Mother's Day" ($.25); "May Day Echoes"—a pageant-play for grades and junior high schools ($.15), and "Troubadours of Provence," a May Day fragment for high school assembly use ($.10). In addition may be mentioned "88 Successful Play Activities" with its suggestions for contests and tournaments ($.60); "Handcraft"—a book of patterns for toys and useful articles ($1.50), and "Conduct of Playgrounds" ($.25).

At the Recreation Congress at Toronto there was an interesting demonstration of the construction of doll's furniture from cigar boxwood. Patterns of this furniture will soon be ready for distribution at nominal cost.. Write the N. R. A. for information.

Plan Committee for the improvement of ways of communication in and about New York. Consideration is given land uses both in areas of concentrated development and relatively open areas and reclamation of submerged land and swampy areas. The second Plan Volume deals particularly with suggestions, both specific and general, regarding the structural growth of cities within the region. Consideration is given to civic art in planning and architecture, as well as to practical plans for the improvement of work and living conditions. It is pointed out that in metropolitan life the neighborhood more particularly than the house is a man's home, and specific proposals are made for the planning of improved neighborhoods with adequate housing, traffic facilities and recreational space. I:. both volumes all plans and projects are as far as possible made visible through abundant illustrations.

Guide to Paths in the Blue Ridge.

Potomac Appalachian Trail Club, Washington, D. C. $2.50.

An alluring invitation to come out-of-doors and enjoy nature is this attractive guide with its maps and illustrations and its directions for following 506 miles of the Appalachian trail and 65 mlies of side trails in Virginia and adjacent states. There are, too, a number of articles dealing with wild flowers and trees to be found on the trail, emergencies in the woods, and similar subjects.

American Indian Dance Steps.

By Bessie Evans and May G. Evans. A. S. Barnes and Company, New York. $5.00.

Here is a fascinating book for all who are interested in Indian lore. Beautifully illustrated with colored plates and with outlined figures, the book is valuable not only for the detailed and carefully worked out directions for the dances for which music is given, but also for its sympathetic interpretation of the Indian and his art.

Social Work Administration.

By Elwood Street. Harper and Brothers, New York. $3.00.

There is much in this book which will be of help to recreation executives in their problem of administration. The importance of the board of directors and their relationship to the executive and to the staff; committee management; the qualifications of an executive and his contacts; the practical details of equipping and managing an office; efficient office methods; personnel policies; budget making, and purchasing and stock taking — all these are problems with which the recreation executive is concerned and on which this book throws much light.

Unusual Entertaining.

McCall's Magazine, New York. $.20.

The second edition of this popular party booklet contains the old favorites and many new ideas. It is an answer to the question, "How can I have an unusual party that everyone will remember?" There are parties for many social groups, including the difficult party for boys and girls of high school age.

Program Making and Record Keeping.

By Ruth Perkins. The Womans Press, New York. $2.00.

Recently there has been much discussion, when recreation workers come together in conference, of ways in which results of programs can best be measured. This book makes a contribution to the process of program building and measurement by reporting the results of a study of a variety of programs in which educational method has been consciously tried and of the sources of the educational ideas and principles used. Although it it written out of the experience in one organization, the Y. W. C. A., it will be of value to program makers in other educational organizations.

The Administration of Physical Education.

By Jay B. Nash. A. S. Barnes and Company, New York. $3.00.

Professor Nash has assembled some valuable, up-to-date material in this book. After the first few chapters he deals with concrete problems of administration and brings a wealth of information, charts, graphs and facts that are worth while for the physical educator. When he adheres to his title-topic and gives factual objective information as to what actually takes place in physical education over the country, he makes a contribution to our literature. But when he theorizes and generalizes and sets up ideal situations that do not exist, based upon personal preference, the book fails of its purpose.

The first part of the book is devoted not to administration organization but to philosophy and principles in physical education. In books on philosophy and principles the author can express personal opinion and preference, but in a book that is to be a manual for training in organized administration the material presented must state the facts. There are good books on philosophy and principles written by Clark Hetherington, Jesse Williams and others. Therefore, if this were a book devoted to the philosophy of physical education and recreation, one perhaps could not quarrel with the personal theories and preferences of the author—but it is a book on administration.

There is need for a good practical manual on administration in physical education which will give an accurate reflection of what actually is being done in the field, especially in organization. This book, however, is confusing because it is not objective but subjective. The author states his thesis and then gathers facts to try to prove his "ideal" recommendations. But even his charts do not substantiate his recommendations and individual cases are cited in support of them, whereas examples upholding the opposite viewpoint are as readily obtainable. The author well says that "administration cannot therefore be dogmatic. No two situations are exactly the same. Conditions may even vary in the same city from day to day. Administration must never become crystallized. It must be mobile and fluid. It must be able to adjust to conditions; to analyze elements in situations. It must be able to predict outcomes with some degree of certainty." Unfortunately the author begins to set up ideal forms of organization which he recommends, and one feels he is an advocate of a personal philosophy and is pleading for a certain type of organization based upon theory and not practice. It is not so much the point of view of the careful student who gets the facts and tries to tell "what is" as much as of an individual who tells "what ought to be" according to certain principles set up and based upon a personal viewpoint. In brief, there is too much rationalizing.

Here is a book containing some excellent material. It is full of useful information, graphs and charts, but it loses its real value because the author is positive not only of his theories in organization but also of details on matters that are still moot questions and still in the realm of experimentation. He does not hesitate to give recommendations and conclusions on questions on which national leaders and organizations are still unwilling to be dogmatic by taking any arbitrary stand.

Better Homes and Gardens.

Meredith Publishing Company, Des Moines, Iowa.

Better Homes and Gardens, which promotes junior garden clubs, has issued a series of leaflets dealing with the planning of the backyard garden, rock gardens, the landscaping of school grounds, the making of informal gardens, and other similar subjects. Better Homes and Gardens has also issued publications for junior gardeners, including an attractive booklet entitled *The First Seven Activities of the Junior Garden Clubs of America* and *My Garden Notebook.*

Posture and Physical Fitness.

Armin Klein, M.D., and Leah C. Thomas. Children's Bureau. Government Printing Office, Washington, D. C. $.10.

The results of a study of 1708 children are given in this bulletin, which contains a number of charts, tables, and illustrations.

A Speech for Every Occasion.

A. C. Edgerton, L.L.M. Noble and Noble, New York. $2.00.

Holidays, patriotic occasions, civic association meetings, political and professional gatherings, social events, sporting events and many other occasions are provided for in this compilation of addresses.

Safety and Health in Organized Camps.

J. Edward Sanders, Ph.D. National Bureau of Casualty and Surety Underwriter, New York. $.75.

The findings of a two years' study have been interpreted in this booklet which will be of interest and practical value to all concerned with the operation of camps. The major problems in camp safety are stated to be the removal of the chief accident hazards arising from undesirable physical conditions around the property and equipment, and the giving to campers of sufficient education and supervision to meet safely the experiences provided by the life of the camp. Problems in the field of health have to do with the reduction of the exposure to infection and with the building of health in camp. Very definite suggestions are offered along these lines.

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